

**THE INFLUENCE OF USING RUNNING DICTATION TECHNIQUE
TOWARDS STUDENTS' DESCRIPTIVE TEXT WRITING ABILITY
AT THE FIRST SEMESTER OF THE EIGHTH GRADE
OF SMP NEGERI 1 WEST KOTA AGUNG IN
THE ACADEMIC YEAR OF 2017/2018**



Study Program : English Education

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2017**

**THE INFLUENCE OF USING RUNNING DICTATION TECHNIQUE
TOWARDS STUDENTS' DESCRIPTIVE TEXT WRITING ABILITY
AT THE FIRST SEMESTER OF THE EIGHTH GRADE
OF SMP NEGERI 1 WEST KOTA AGUNG IN
THE ACADEMIC YEAR OF 2017/2018**

(A Thesis Proposal)

Submitted as a Partial Fulfillment of the Requirement for S-1 Degree

By

**NURALISAH
NPM.1311040161**

Study Program : English Education

Advisor : Meisuri, M.Pd
Co-Advisor : Nurul Puspita, M.Pd

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2017**

ABSTRACT

THE INFLUENCE OF USING RUNNING DICTATION TECHNIQUE TOWARDS STUDENTS' DESCRIPTIVE TEXT WRITING ABILITY AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF SMP NEGERI 1 WEST KOTA AGUNG IN THE ACADEMIC YEAR OF 2017/2018

**By
NURALISAH**

Writing is skill in which we express ideas, feelings, and thought in written form. The students' writing ability of SMP Negeri 1 West Kota Agung is still low especially in writing descriptive text. To solve this problem, the writer applied running dictation. Running Dictation is a short dictation text typed in a large font posted on the wall outside the classroom. In teaching learning by using running dictation the students work in small group that consists of three students. One member is responsible for writing the text while other members took turns to read out the text sentence by sentence. The objective of this research was to know the influence of using running dictation towards students' descriptive text writing ability at the first semester of the eighth grade at SMP Negeri 1 West Kota Agung in the academic year of 2017/2018.

The research methodology was quasi experimental design. The population of this research was the eighth grade students at the first semester of SMP Negeri 1 West Kota Agung. The sample was chosen by using cluster random sampling technique. The writer chose class VIII E as the experimental class, and another one class VIII D as control class of this research. There were three steps in conducting this quasi-experimental research; pre-test, treatment, and post-test. The treatment held in three meetings in which 2x40 minutes for each class. The writer used pre-test and post-test to find out students' descriptive text writing ability before the treatment and after the treatment. In collecting the data, the writer used writing test.

From the data analysis computed by using SPSS, it was obtained that $Sig = 0.030$ and $= 0.05$. It means H_a is accepted because $Sig < \alpha = 0.05$. It can be concluded there is a significant influence of using running dictation technique towards students' descriptive text writing ability at first semester of the eighth grade of SMP Negeri 1 West Kota Agung in the academic year of 2017/2018.

Keywords: Running Dictation, Descriptive Text Writing Ability, Quasi Experimental Design.



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Letkol H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703289

APPROVAL

**Title : THE INFLUENCE OF USING RUNNING DICTATION
TECHNIQUE TOWARDS STUDENTS' DESCRIPTIVE
TEXT WRITING ABILITY AT THE FIRST SEMESTER
OF THE EIGHTH GRADE OF SMP NEGERI 1 WEST
KOTA AGUNG IN THE ACADEMIC YEAR OF 2017/2018**

Student's Name : Nuralisah

Student's Number : 1311040161

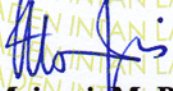
Study Program : English Education

Faculty : Tarbiyah and Teacher Training Faculty

APPROVED

**To be tested and defended in the examination session at Tarbiyah and Teacher
Training Faculty, The State Islamic University Raden Intan Lampung**

Advisor


Meisuri, M. Pd
NIP. 198005152003122004

Co-Advisor


Nurul Puspita M. Pd
NIP. 198907172015032004

**The Chairperson of
English Education Study Program**


Meisuri, M. Pd
NIP. 198005152003122004



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Letkol H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703289

ADMISSION

A thesis entitled: **THE INFLUENCE OF USING RUNNING DICTATION TECHNIQUE TOWARDS STUDENTS' DESCRIPTIVE TEXT WRITING ABILITY AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF SMP NEGERI 1 WEST KOTA AGUNG IN THE ACADEMIC YEAR OF 2017/2018**
by: **NURALISAH, NPM: 1311040161**, Study Program English Education was tested and defended in the examination session on Monday December 11th 2017.

Board of Examiners:

The Chairperson : Bambang Irfani, M.Pd

The Secretary : Dian Reftyawati, M.Pd

The Primary Examiner : Nunun Indrasari, M.Pd

The First Co-Examiner : Meisuri, M.Pd

The Second Co-Examiner : Nurul Puspita, M.Pd

The Dean of

Tarbiyah and Teacher Training Faculty,



Dr. H. Chairil Anwar, M.Pd

NIP. 19560810 198703 1 001

MOTTO

قُلْ لَوْ كَانَ الْبَحْرُ مِدَادًا لِكَلِمَاتِ رَبِّي لَنَفِدَ الْبَحْرُ قَبْلَ أَنْ تَنْفَدَ كَلِمَاتُ رَبِّي
وَلَوْ جِئْنَا بِمِثْلِهِ مَدَدًا ﴿١٠٩﴾

“If the ocean were ink (where with to write out) the words of my Lord, sooner would the ocean be exhausted than would the words of my Lord, even if we added another ocean like it, for its aid.”¹ (QS. Al- Kahf : 109)



¹ Abdullah Yusuf ‘Ali, *The Meaning of Holy Qur’an*, (Mary Land: Amana, 2001), p.103

CURRICULUM VITAE

The name of the writer is Nuralisah. She was born on August 8th, 1992 in Kota Agung. She is the last child of nine children of Mr. Mukmin and Mrs. Mardiyah. She has one older sister. Her name is Sari'ah. She has seven elder brothers. They are Masluhi, Malik, Ubaidillah, Marzuki, Kholil, Suja'i and Habudin

The writer began her study in Elementary School at SD N 1 Negeri Ratu in 1999 and finished in 2005. Then, she continued her school at Junior High School at MTs N 1 Tanggamus and Finished in 2008. After that she continued her school at Senior High School at MAN 1 Tanggamus and finished in 2011. After graduated from Senior High School in 2011, she has taught at Karantina course for 2 years until January 2013. In 2013, she continued her study to UIN Raden Intan Lampung as S1 degree students of Tarbiyah and Teaching Training Faculty Study Program English Education.

During her study in UIN Raden Intan Lampung, she has joined in some organization in her faculty called ESA (English Student Association) and UKM Bahasa even in just a few semesters. Since 2015 until now, she has joined Remaja Kota Agung Peduli at her town as a treasurer.

DECLARATION

Hereby, I state this thesis entitled “The Influence of using Running Dictation Technique towards Students’ Descriptive Text Writing Ability at the First Semester of the Eighth Grade of SMP Negeri 1 West Kota Agung in the academic year of 2017/2018” is completely my own work, I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.

A large, faint watermark logo is centered on the page. It features a green lotus-like flower with a stylized book and a pen nib inside its petals. Below the flower, the letters 'SMP' are visible in a stylized font.

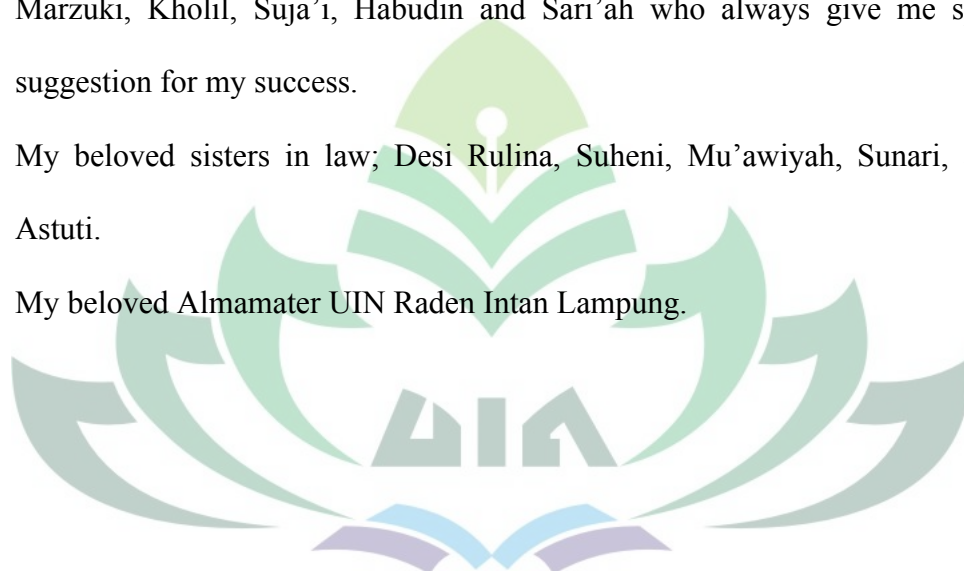
Bandar Lampung, December 2017
Declared by,

Nuralisah
NPM. 1311040161

DEDICATION

This thesis is dedicated to:

1. My beloved parents, my late father Mr. Mukmin and my mother Mrs Mardiyah who always pray for my success and give me motivation and support to study hard until now. I love them so much.
2. My beloved elder brothers and older sisters; Masluhi, Abdul Malik, Ubaidillah, Marzuki, Kholil, Suja'i, Habudin and Sari'ah who always give me spirit and suggestion for my success.
3. My beloved sisters in law; Desi Rulina, Suheni, Mu'awiyah, Sunari, and Dwi Astuti.
4. My beloved Almamater UIN Raden Intan Lampung.



ACKNOWLEDGEMENT

Praise be to Allah, the Almighty God, the Most Merciful and the Most Beneficent, for blessing us with His mercy and guidance to finish this thesis. Peace and salutation are upon Prophet Muhammad SAW, as well as his family and followers. This thesis entitled “The Influence of Using Running Dictation Technique towards Students’ Descriptive Text Writing Ability at The First Semester of the Eighth Grade of SMP Negeri 1 West Kota Agung in the Academic Year of 2017/2018” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung. When finishing this thesis, the writer has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the writer would sincerely thank:

1. Dr. H. Chairul Anwar, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung.
2. Meisuri, M.Pd, the chairperson of English Education Study Program of UIN Raden Intan Lampung and the first advisor, who has patiently guided and directed the writer until the completion of this thesis well.
3. Nurul Puspita, M.Pd, the second advisor, who has always patiently guided, helped, supervised especially in correcting and giving countless time for the writer to finish this thesis well.

4. All lecturers of English Department of UIN Raden Intan Lampung who have taught the writer since the beginning of her study.
5. Sumijan, S.Pd, the Headmaster of SMP Negeri 1 West Kota Agung for allowing the writer to conduct the research.
6. English teacher of SMP Negeri 1 West Kota Agung, Maidasari, S.Pd for being helpful during the research process and giving suggestion during the research and the students at the first semester of the eighth grade of SMP Negeri 1 West Kota Agung for allowing to carry out the research in their institution and for giving the contribution and being cooperative while the writer was conducting the research there.
7. The writer's parents; Mr. Mukmin and Mrs. Mardiyah, the writer's elder brothers, Masluhi, Malik, Ubaidillah, Marzuki, Kholil, Suja'i and Habudin and older sister, Sari'ah who always give love and support for the writer.
8. The writer's beloved friends; Big Family of class D 2013 (Nasrudin, Elmizar, Rezi, Fathur, Bayak, Imanudin, Elfa, Ani, Mila, Arin, Ria, Ara, Rizki, Pipit, Putri, Dhiny, Isnaini, Insyi, and Laila), thanks for your friendship, your help and motivation given to writer.
9. The writer's beloved friends; big family of KKN, PPL, ESP friendship (Anil, Kiki, Rahma), Remaja Kota Agung Peduli, Papindra boarding house (Isti, Reni, Serli, Belle, Niar, Umi) and for all of the writer's friends of English Program of UIN Raden Intan Lampung, thank for your friendship and motivation given to writer.

Finally, it has to be admitted that nobody is perfect and the writer is fully aware that there are still many weaknesses in this thesis. Therefore, the writer sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis. Furthermore, the writer expects that the thesis is useful for the writer particularly and the readers generally, especially for those who are involved in English teaching profession.

Bandar Lampung, December 2017

The Writer,

NURALISAH

NPM.1311040161



LIST OF APPENDICES

Appendix 1 Result of Interview Teacher	81
Appendix 2 Result of Interview Students	84
Appendix 3 Students' Score of Writing at the First Semester Class of the Eighth Grade of SMP Negeri 1 West Kota Agung in the Academic Year of the Academic Year of 2017/2018.....	87
Appendix 4 The System Scoring of Writing.....	93
Appendix 5 Syllabus	97
Appendix 6 Lesson Plan for Experimental Class.....	100
Appendix 7 Lesson Plan for Control Class	118
Appendix 8 Expert Validation	133
Appendix 9 The Students' Name in Experimental Class.....	134
Appendix 10 The Students' Name in Control Class.....	135
Appendix 11 Instrument Pre Test	136
Appendix 12 Instrument Post Test	138
Appendix 13 Score Pre test in Experimental Class.....	140
Appendix 14 Score Pre test in Control Class.....	141
Appendix 15 Score Post test in Experimental Class.....	142
Appendix 16 Score Post test control class.....	143
Appendix 17 The Result Normality Test	144
Appendix 18 The Result Homogeneity Test.....	145
Appendix 19 The Result Independent Sample Test.....	146
Appendix 20 Result Reliability Test.....	147
Appendix 21 The Result Readability	148
Appendix 22 Result of the Pre-Test in the Experimental Class and Control Class.....	153
Appendix 23 Result of the Pot-Test in the Experimental Class and Control Class.....	154
Appendix 24 Documentation in SMP Negeri 1 West Kota Agung	155
Research Permission Letter from UIN Raden Intan Lampung	
Research Permission Letter from SMP Negeri 1 West Kota Agung	

LIST OF FIGURES

		Page
Figure 1	Graph of the Result of the Pre Test Experimental	62
Figure 2	Graph of the Result of the Pre Test Control	63
Figure 3	Graph of the Result of the Post Test Experimental	64
Figure 4	Graph of the Result of the Post Test Control	65



LIST OF TABLES

	Page
Table 1 Students' Score of Writing Descriptive Text at Eighth Grade Of SMP Negeri 1 West Kota AgungIn Academic Year 2017/2018	2
Table 2 Pre- Test and Post- Test Design	35
Table 3 Population of Students at the Eighth Grade of SMP Negeri 1 West Kota Agung.....	38
Table 4 Scoring System of Writing	45
Table 5 The Result of Normality Test.....	66
Table 6 The Result of Homogeneity	68
Table 7 The Result of Independent Sample Test	69

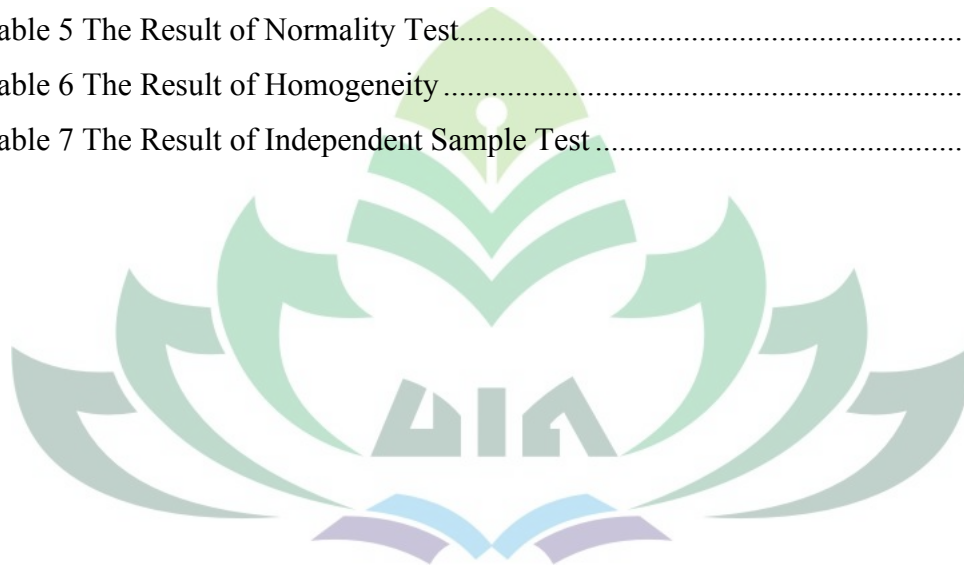


TABLE OF CONTENTS

	Page
COVER	i
ABSTRACT	ii
APPROVAL	iii
ADMISSION	iv
DECLARATION	v
MOTTO	vi
DEDICATION	vii
CURRICULUM VITAE	viii
ACKNOWLEDGEMENT	ix
LIST OF FIGURES	xii
LIST OF TABLES	xiii
LIST OF APPENDICES	xiv
TABLE OF CONTENTS	xv
CHAPTER I INTRODUCTION	
A. Background of the Problem	1
B. Identification of the Problem	6
C. Limitation of the Problem	6
D. Formulation of the Problem	7
E. Objective of the Research	7
F. Uses of the Research	7
G. Scope of the Research	7
1. Subject of the Research	7
2. Object of the Research	8
3. Place of the Research	8
4. Time of the Research	8
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Frame of Theory	9
1. Concept of Teaching English as a Foreign Language	9
2. Concept of Writing	11
3. Concept of Writing Ability	12
4. Concept of Descriptive Text Writing	14
a. Concept of Text	14
b. Descriptive Text Writing	16
c. Concept of Descriptive Text Writing Ability	19
5. Dictation	20
a. Concept of Dictation	20

b. Types of Dictation.....	21
6. Running Dictation.....	23
a. Concept of Running Dictation.....	23
b. Procedure of Teaching Writing through Running Dictation.....	25
c. Advantages and Disadvantages of Teaching Writing by Using Running Dictation.....	27
7. Free Writing.....	28
a. Concept of Free Writing.....	28
b. Procedure of Teaching Writing through Free Writing.....	29
c. Advantages and Disadvantages of Free Writing.....	30
B. Frame of Thinking.....	32
C. Hypothesis.....	33

CHAPTER III RESEARCH METHODOLOGY

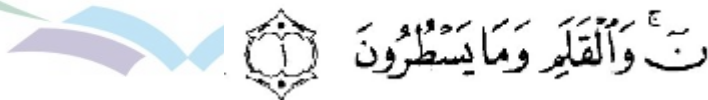
A. Research Design.....	34
B. Variable of the Research.....	35
C. Operational Definition of Variable.....	36
1. Independent Variable (X).....	36
2. Dependent Variable (Y).....	36
D. Population, Sample, Sampling Technique.....	37
1. Population.....	37
2. Sample.....	38
3. Sampling Technique.....	38
E. Research Procedure.....	39
1. Determining Subject of the Research.....	39
2. Designing the Instrument of the Research.....	39
3. Administering the Pre-test.....	39
4. Conducting the Treatment.....	40
5. Administering the Post-test.....	41
6. Analyzing the Result (Pre-test and Post-test).....	42
7. Analyzing the Data.....	42
F. Scoring Criteria.....	42
G. Data Collecting Technique.....	43
H. Research Instrument.....	44
I. Scoring Scale for Evaluating Students' Descriptive Writing Ability.....	45
J. Validity, Reliability, and Readability of the Test.....	47
1. Validity of the Test.....	47
2. Reliability of the Test.....	48
3. Readability of the Test.....	50
K. Data Analysis.....	51
1. Fulfillment of the Assumption.....	51
a. Normality Test.....	51

b. Homogeneity Test	52
2. Hypothetical Test	52
CHAPTER IV RESULT AND DISCUSSION	
A. General Description of Research Place	54
B. Research Implementation	55
C. Data Description	56
1). Description of the First Treatment	57
2). Description of the Second Treatment	59
3). Description of the Third Treatment	60
D. Result of the Research	61
1. Result of Pre-Test	61
2. Result of Post-Test	63
E. Data Analysis	66
1. Fulfillment of the Assumption	66
a). Result of Normality Test	66
b). Result of Homogeneity Test	67
2. Result of Hypothetical Test	68
F. Discussion	69
CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion	74
B. Suggestion	75
REFERENCES	
APPENDICES	

CHAPTER I INTRODUCTION

A. Background of the Problem.

Writing is one of the skills to be achieved in English language learning. According to Harmer, “the students should be encouraged to express their ideas, experience, thoughts and feelings through writing”.¹ He also says that writing encourages students to focus on accurate language use and, because they think as they write, it may well provoke language development as they resolve problem which the writing puts in to their mind.² Based on the explanation above, the writer assumes that writing is one of the most important skills to be mastered because by using writing we can express our ideas and so on. On (Q.S Al- Qalam : 1) said that



“Nun. By the Pen and the (Record) which (men) write.”³

It means that Allah grants His creatures knowledge and in it there is teaching writing. He taught what they did not know yet.

¹ Jeremy Harmer, *How to Teach Writing*, (4th Ed),(Edinburgh Gate: Longman, 2007), p.31

²*Ibid.*

³Abdullah Yusuf ‘Ali, *The Meaning of Holy Qur’an*, (Mary Land: Amana, 2001), p.207

Oshima and Hogue say that writing is a process of creating, organizing, writing and polishing.⁴ It means in the first step, students create ideas. In the second step they organize the ideas. In the third step, they write a rough draft and finally, they polish their rough draft by editing it and making revisions.

In this case, the writer would like to focus on her research in writing. Writing is one of language skill that should be taught to the students. Writing is the activity of the writers to express their idea in written form. In writing, the writer must understand what she/he wants to write. Therefore, the content of the writing will be understood by the readers. Indeed, to write a good product is not easy.

In doing preliminary research the writer got the data of writing score at the Eighth Grade of SMP Negeri 1 West Kota Agung. It was described in the Table 1 below.⁵

Table 1
Students' Writing Score in Descriptive Text Writing Ability at the Eighth Grade of SMP Negeri 1 West Kota Agung in the Academic Year of 2017/2018

No	Class	Students' Score		Total
		≥ 70	< 70	
1	VIII A	9	20	29
2	VIII B	8	18	26
3	VIII C	9	17	26
4	VIII D	6	20	26
5	VIII E	7	20	27
Total		39	95	134
Percentage		29%	71%	100%

⁴Alice Oshima and Ann Hogue, *Writing Academic English*. (New York: Addison Wesley, 1997), p.265

⁵Maidasari, *Data of English Score at the Eighth Grade of SMPN 1 West Kotaagung*, February 18th 2017, Unpublished

Source: The data of English Score at the Eighth Grade of SMPN 1 West Kotaagung in the Academic Year of 2017/2018.⁶

Based on the preliminary research in SMP Negeri 1 West Kota Agung, the writer found that the students are difficult to express their ideas and feelings especially in writing. The writer has interviewed the English teacher, Maidasari, S.Pd about the result of teaching descriptive text. She said that most of eighth grade students of SMP Negeri 1 West Kota Agung got difficulties in writing. They could not write well because their grammar ability is low, knowledge and vocabulary enough. Furthermore, in learning writing in the class, the students were difficult to study about descriptive text. She also added that the students were lack of motivation in learning writing.⁷

In teaching writing, there are some materials; one of them is descriptive text. According to Kane, “description is about sensory experience—how something looks, sounds, tastes”.⁸ It means, description help someone to know specific information about something that is described. It helps someone to imagine something that is described; about sound, form even taste. It will be easier for someone. Moreover, descriptive is available in syllabus at the first semester of the eighth grade of SMPN 1 West Kotaagung.

⁶*The data of English Score at the Eighth Grade, SMPN 1 West Kotaagung, 2017/2018, unpublished*

⁷Maidasari, *Op.Cit.*

⁸Thomas S.Kane, *Oxford Essential Guide to Writing*, (New York, Oxford University Press, 2000), p. 351

In addition, the writer also got information about the students writing ability by doing interview with ten students of the eighth grade. They said that they felt lazy and less motivated to learn writing. Besides, they also said that they felt bored of the method that was used by the English teacher in teaching writing so they did not interested to learn about writing.⁹ Consequently, the writer thinks that the teacher must have many new methods or technique or activity in learning teaching process in order to the students can be more active and easier to develop their ideas especially in writing. In this case, the writer has alternative activity to overcome the problem. An alternative activity in teaching writing is using running dictation.

Running dictation is a short dictation text typed in a large font is posted on the wall outside the classroom. Students work in pairs or groups.¹⁰ Wan Chai says Running Dictation can build up their note taking and writing skills.¹¹ Harmer also adds that running dictation focuses on writing for fun and concentrates on writing correctly.¹² It means that running dictation as an appropriate technique in teaching learning writing, because this activity improved the students' writing ability correctly and developed the students' cooperation in a small group to solved the problems in learning writing. In addition, by using running dictation, all of students worked in group and they

⁹Edward Setiawan, et.al., Students of SMPN 1 West Kotaagung, *An Interview*, 2017, Unpublished

¹⁰ I. S. P. Nation and Jonathan Newton, *Teaching ESL/EFL Listening and Speaking* (New York: Routledge, 2009), p.62.

¹¹ Wan Chai, *Using Dictation to Develop Pupils' Listening and Writing Skills* (Hongkong: The English Language Education Section of Curriculum Development Institute. Education Bureau. 2011), p.37

¹² Jeremy Harmer, (3rd Edition), *Practice of English Language Teaching* (Edinburg Gate: Longman,2001), p.264.

worked with each group members to finish their task. Started from beginning until the last in teaching learning writing process and all of the students were active in learning writing.

Running dictation is an effective activity that can be implemented in teaching learning writing, listening, reading and speaking. It had been revealed by previous research conducted by Resta Putri, et.al about Increasing Students' Listening Achievement through Running Dictation. They used quantitative research and choose experimental design. The population of this research was the second year students of SMAN 1 Ambarawa. There were seven classes of second grade students. Each class consisted of 35-37 students. The researcher selected the sample by using random samplly technique through lottery drawing with assumption that the second year of SMAN 1 Ambarawa have the same characters and level of English Profecieny. The researcher took one class as the try out class; it was XI IPS 4 and one class as the experimental class; it was IX IPS 3. Based on the observation while conducting the treatment, it was found that using running dictation technique in listening could make the students more active and the students more aware about the correct sentences. The researcher knows that good preparation and facilities can motivate students in teaching learning process especially in teaching listening and it give high contribution to the effectiveness of teaching learning process through running dictation.¹³

¹³Resta Putri, et.al "*Increasing Students' Listening Achievement Through Running Dictation*," English Study Program, Language and Arts Education Department, (Bandar Lampung: University of Lampung), 2013.

Based on those explanation, the writer used running dictation towards students' descriptive text writing ability at the first semester of the eighth grade of SMP Negeri 1 West Kota Agung in the academic year of 2017/2018.

B. Identification of the Problem

Based on the background of the problem above, the writer identified the problems as follows:

1. The students got difficulties when express their ideas and feelings in writing skill.
2. The students less interested with the technique or activity of the English teacher in writing activity.
3. The students lack of motivation in learning.

C. Limitation of the Problem

Based on the background identification of the problems, the writer focus on using running dictation towards students' descriptive text writing ability at the first semester of the eighth grade of SMP Negeri 1 West Kota Agung in the academic years 2017/2018.

D. Formulation of the Problem

Based on the background above the writer formulated the problem as follows: Is there any Significant Influence of Using Running Dictation towards Students' Descriptive Text Writing Ability?

E. Objective of the Research

The objective of the research was to know whether or not there was a significant influence of using running dictation towards students' descriptive text writing ability.

F. Uses of the Research

The uses of this research were as follows:

1. To give information to the English teacher about the influence of using running dictation towards students' descriptive text writing ability.
2. To motivate the students in learning English especially in descriptive text writing ability.
3. To provide information for further research.

G. Scope of the Research

1. The Subject of the Research

The subject of the research was the students of the first semester of the eighth grade of SMP Negeri1 West Kota Agung 2017/2018.

2. The Object of the Research

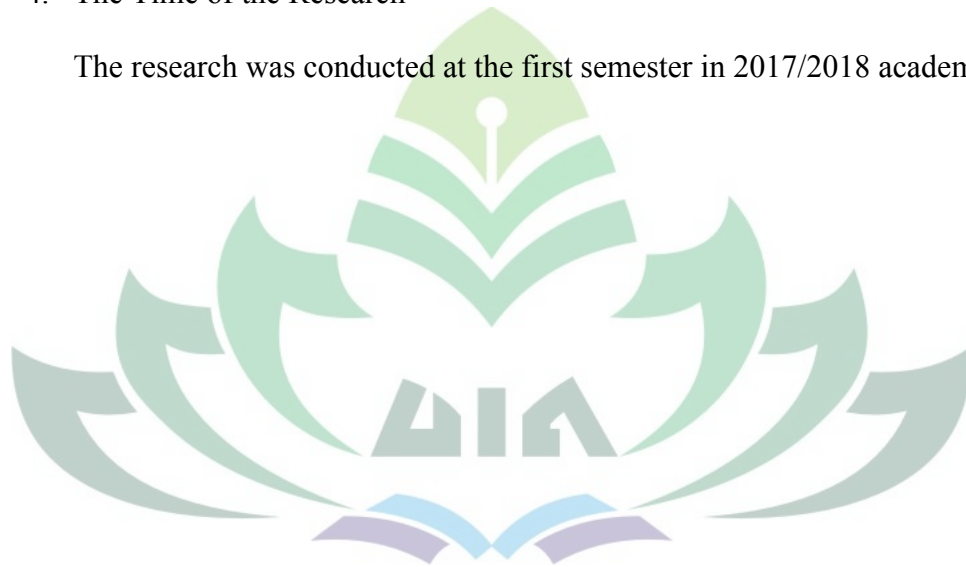
The object of this research was running dictation and students' descriptive text writing ability.

3. The Place of the Research

The place of the research was at SMP Negeri1 West Kota Agung, Tanggamus, Lampung.

4. The Time of the Research

The research was conducted at the first semester in 2017/2018 academic year.

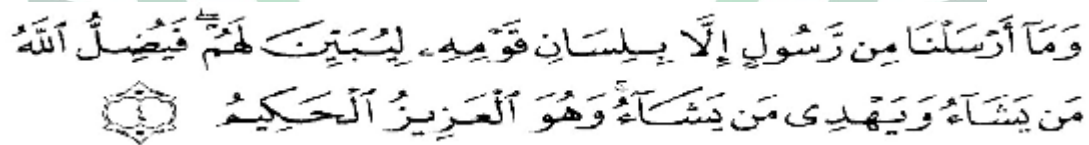


CHAPTER II REVIEW OF RELATED LITERATURE

A. Frame of Theory

1. Concept of Teaching English as a Foreign Language

English is the international language. Language is a set of rules used by human as a tool of their communication. Therefore, language can be used to express ideas, thought, opinions, and feelings as Brown says that language is more than a system of communication. It involves whole person, culture, educational, developmental communicative process.¹ On (QS. Ibrahim : 4) said :



وَمَا أَرْسَلْنَا مِنْ رَّسُولٍ إِلَّا بِلِسَانٍ قَوْمِهِ، لِيُبَيِّنَ لَهُمْ فَيُضِلَّ اللَّهُ
مَنْ يَشَاءُ وَيَهْدِيَ مَنْ يَشَاءُ وَهُوَ الْعَزِيزُ الْحَكِيمُ

that means “And We never sent a messenger save with the language of his folk, that he might make (the message) clear for them. Then Allah sendeth whom He will astray, and guideth whom He will. He is the Mighty, the Wise”. It means that God sent the apostles in a language appropriate to the culture of the people.

¹ H Douglas Brown, *Teaching By Principles An Interview Approach to Language Pedagogy Second Edition*, San Fransisco: Longman, 2001. P.34

In teaching English as a foreign language, teachers should have good preparation and technique in giving the material to the students. Teaching English as a Foreign Language (TEFL), which is also known as Teaching English to Speakers of Other Languages (TESOL) or English Language Teaching (ELT), involves the process of teaching the English language to students whose first language is not English.² It means that teaching english as foreign language is taught for learners whose their first language is not English. It is as in our country, Indonesia.

In Indonesia, English is learned at schools and people do not speak the language in the society.³ Consequently, In Indonesia, many people think that English is difficult because they do not practice to use it in their daily life. English in Indonesia is as foreign language, so they just learn because English is the one of the subject in their school.

From those theories, the writer concludes that teaching English as foreign language is an action to transfer English knowledge from the teacher to the students. Many students are not good in English because they just practice it in their school or institution. In this case, the theacher's ability in creating effective and good way in teaching English is very important to make the students more interested in learning English.

² Clare Gilby, *Teaching English As A Foreign Language*, (Edge Hill University, Edge Hill Careers Centre, 2011), p. 1

³ Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p.22.

Brown states that Learning EFL, that is, English in one's native culture with few immediate opportunities to use the language within the environment of that culture for example, a Japanese learning English in Japan), may at first also appear to be easy to define.⁴ So, learning EFL is learning English for learners in one's native culture to give the chance using language within the environment of that culture.

Broughton, *et.al.*, state that English, as a world language, is taught among others in schools, but there is no regional variety of English which embodies a Spanish, Brazilian or Japanese cultural identity. Learners of English as a foreign language have a choice of language variety to a larger extent than second language learners.⁵ Consequently, English as a world language is taught in schools. It is not only taught in the school that English as foreign language but also in the school that English as second language.

Based on the explanations, the writer concluded that teaching English as foreign language is learning English for learners whose their first language is not English, in one's native culture to give the chance using language within the environment of that culture and learning English is also taught in schools. Therefore, a teacher must be able to deliver the English subject for the learners well. The teacher also has appropriated technique in teaching, so the learners can get the understanding well.

⁴ H. Douglas Brown, *Principles of Language Learning and Teaching* (5th Ed.), (White Plains, Longman, 2006), p.205

⁵ Geoffrey Broughton, *et.al*, *Teaching English as a Foreign Language* (2th Ed.), (New York: Routledge, 1980) , p. 7

2. Concept of Writing

Writing is the difficult subject in the school, because the students have to produce a text by using English. They have to write about what they think in their mind and state it on a paper by using the correct procedure. Moreover, Oshima and Hogue say that writing is a process of creating, organizing, writing and polishing.⁶ Therefore, in the first step of writing, students create ideas. In the second step they organize the ideas. In the third step, they write a rough draft and finally, they polish their rough draft by editing it and making revisions.

Peha states that writing is the communication of the content for a purpose to an audience.⁷ So, writing is a tool of written communication between the writer and reader in order that the reader understands the message or information sent. By writing people be free to think and feel about everything that they found or not before.

Moreover, according to Hyland, “writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her views on a topic”.⁸ It means that writing is one way to convey his or her views about some topics in written form. The students can share their ideas in written form, because

⁶ Alice Oshima and Ann Hogue, *Writing Academic English.*, (New York: Addison Wesley, 1997), p.265

⁷ Stave Peha, *The Writing Teacher's Strategy Guide*, Available Online at: <http://greceathena.wordpress.com/writing/writing-teacher's-strategy-guide/> (August, 11st 2015), p.58

⁸Ken Hyland, (1st Published), *Second Language Writing* (New York: Cambridge University Press, 2003), p.9

written form can be power of themselves to convey their opinion or thought about some topics.

Based on the statement above, the writer concludes that writing is one of the four skills of listening, reading, speaking. Writing is a way to convey his or her views and a tool of written communication between the writer and the reader by using correct procedure like as creating, organizing, writing and polishing in order that the reader understands the message or information sent.

3. Concept of Writing Ability

Writing is regarded as an extension of grammar – a means of reinforcing language pattern through habit formation and testing learners' ability to produce well formed sentences.⁹ Therefore, writing is a complex process, which the students not only explore ideas and concrete to be realizes in a text but also test of students' ability to make a writing correctly.

Writing ability is the skill of a writer to communicate information to a reader or group of readers.¹⁰ So, writing ability is an ability to convey ideas between the reader and writer. In writing, there are five aspects that must be ordered by writer to make a good writing. It is needed to give clearly of information that as the writer means.

⁹*Ibid*, p.3

¹⁰Sanggam Siahaan, *Issues in Linguistics* (Yogyakarta: Graha Ilmu, 2008), p.22

Brown gives some tips that can help to improve writing ability:

1. Use acceptable grammatical systems (e.g tense, agreements, pluralization, patterns and rules);
2. Express a particular meaning in different grammatical forms;
3. Use cohesive device in written discourse;
4. Use the rhetorical forms and conventions of written discourses;
5. Appropriately accomplish the communicative functions of written texts according to form and purpose;
6. Convey links and connections between events and communicate such relations as meaning idea, supporting idea, new information , give information, generalization, and exemplification;
7. Distinguish between literal and implied meaning when writing;
8. Correctly convey culturally specific references in the context of the written text;
9. Develop and battery of writing strategies, such as accurately assessing the audience's interpretation, using pre-writing device, writing with fluency in the list drafts, using paraphrases and synonym, soliciting peer, and instructor feedback and using feedback for revising and editing;
10. Brush up on grammar and style;¹¹

¹¹H. Douglas Brown, *Teaching by Principle an Interaction Approach to Language Pedagogy*, (New Jersey: Longman, 1994), p.343

Based on those explanations, the writer concludes that writing ability is the ability to express ideas or thought in written form with proper use of such aspects of writing as content, organization, vocabulary, language, and mechanics.

4. Concept of Descriptive Text Writing

a. Concept of Text

Text is when these words are put together to communicate a meaning, a piece a text is created. There are two main categories of text-literacy and factual.¹² It means that text is arranging of words to be a sentence in order to give a message to somebody.

According to Gerot and Wigel classifyThe genre into thirteen types. They are :

1. Spoof

Spoof is a text to retell an event with a humorous twist.

2. Recount

Recount is a text to retell events for the purpose of informing or enteraining,

3. Report

Report is a text to describe the way things are with reference to a range of natural, man-made and social phenomena in our environment.

4. Analytical Exposition

Analytical exposition is a text to persuade the reader or listener that something in the case.

¹²Mark and katy anderson, *Text Type In English*, (Australia : Macmillan, 1997),p,1.

5. News item

News item is a text to inform readers, listener or viewer about events of the day which are considered newsworthy or important.

6. Anecdote

Anecdote is a text to share with other an account of an unusual or amusing incident.

7. Narrative

Narrative is a text to amuse, entertain and to deal with actual or vicarious experience in different ways.

8. Procedure

Procedure is a text describe how something is accomplished through a sequence of actions or steps.

9. Description

Description text is a text to describe a particular person, place or thing.

10. Hortatory Exposition

Hortatory exposition text is a text to persuade the reader or listener that something should not be the case.

11. Explanation

Explanation text is text to explain the processes involved in the formation or workings of natural or socio cultural phenomena.

12. Discussion

Discussion text is a text to present (at least) two points of view about an issue.

13. Reviews

Reviews is a text to critique an art work or event for public audience.¹³

Based on the explanation above, it can be concluded that there are many kinds of text in teaching writing for students of senior high school and each students must be able to understand the generic structure and language of the text. In this research the writer only focus in descriptive text as the form of writing that will be investigated.

b. Descriptive Text Writing

Descriptive is a text which lists the characteristics of something. Description is to describe a particular person, place and thing.¹⁴ Therefore, our visualization is needed. To create this text, our imagination must flow on a paper. It means that descriptive is a way to describe everything such as description of person, description of place and description of thing which is seen by writer in detail.

Grow says that description is not what you saw, but what readers need to see in order to imagine the scene, person, object, etc. Description requires you to record a series of detailed observations.¹⁵ Consequently, description is imagine an object or person which is not what you saw but what the readers need to see with record a series of detailed observations.

¹³Linda Gerot and Peter W., *Making Sense of Functional Grammar*, (Sydney : GerdStabler, 1994), p. 192-220

¹⁴*Ibid*, p.208

¹⁵Gerald Grow, *Seven Types of Text Development*, PhD Division of Jurnalism Florida A&M University, (1999),

According to Kane, “description is about sensory experience—how something looks, sounds, tastes”.¹⁶ It means, description help someone to know specific information about something that is described. It helps someone to imagine something that is described; about taste, form and sounds. It will be easier for someone. Further, Pardiyoono states that descriptive writing is a type of writing to describe living and non-living things to reader.¹⁷ Thus, descriptive writing is a kind of writing that describe the readers about living and non-living so that the readers can imagine it. Pardiyoono also says that there are several things that we need to know and understand about descriptive writing. They are purpose, rhetorical structure, and grammatical pattern.¹⁸

1) Purpose

Description is a type of written text, which has the specific function to give description about an object (human or non human).

2) Rhetorical structure

A descriptive writing has generic structure. They are:

- a). Identification: general description about an object.
- b). Description: specific description about an object.

¹⁶Thomas S. Kane, *Oxford Essential Guide to Writing*, (New York, Oxford University Press, 2000), p. 351

¹⁷ Pardiyoono, *Pasti bisa, Teaching Genre Based Writing*, (Yogyakarta: CV Andi Offset, 2007), p. 33

¹⁸*Ibid*, p. 34

3) Grammatical Pattern

- a). Use declarative sentence
- b). Use simple present tense
- c). Use conjunction

In the case point, descriptive writing is a type of writing that describes about an object such as things, places, animals or people specifically by using declarative sentence. This kind of writing describes an object so that the reader can imagine about the object because the writer describe it specifically.

4) The Example of Descriptive Writing

My Small House

Identification: I live in a small house. It has five rooms: there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house; but I like living in here for wasting my spare time.

Description: When the door is open, I can see the living room. It is so small with only three chairs and a table, nothing else. I prefer reading a novel in this room. My bedroom is in the left side of the living room. In this room there is a night table next to the bed, a TV, a radio, and a computer. When being bored of reading, I usually play online games, chat with my friends via Facebook and so on. Next to my bedroom is my mother's. I do not know what is inside because I never come in to see it. In the right side of the living room there is the kitchen. In the kitchen I have everything I need when I get hungry. It is very pleasure when my mother cooks, the smell fills my whole house.

I know it is a very small house; but it is the best place I have ever seen.

Source: <http://www.englishindo.com/2018/01/koleksi-contoh-descriptive-text-singkat.html>

c. Concept of Descriptive Text Writing Ability

Writing is one of skills in English that is called as difficult skill for many people. It is as to produce good writing the writer should do the process of writing well. Besides that, the writer also must practice it more and rapidly. Descriptive writing is a type of writing that is learned in Junior High School. It is used to describe about things, animals, people.

Pardiyono says that to make the descriptive text clear, the students must implement the important part of descriptive besides the genre.¹⁹ It means that the students must be able to understand the grammatical, purposes of descriptive text then they can write descriptive text correctly.

Writing ability is then defined as technical competence to arrange and produce written form in which the writer uses certain of variables of Terrible states, that there are five scoring criteria for scoring writing, they are: task fulfillment/content, organization, vocabulary, language and mechanics.²⁰

From all the definition above, it can be concluded that students' descriptive text writing ability is the ability to describe the characteristics of something ; it can be a person, a place, or thing so the readers understand about the object even can imagine

¹⁹*Ibid*,p.34

²⁰Christopher Tribble, *Language Teaching Writing*,(Oxford: Oxford University Press, 1996), p.130

it with good mastery of aspects of writing like contents, organizations, vocabularies, languages and mechanics. language, and mechanics.

5. Dictation

a. Concept of Dictation

Dictation is an activity to write down something that someone says or reads out as it is being said or immediately after it is said. Jain adds that, dictation is a good training to ear and as well as motor training to the students.²¹ Dictation is an activity that helps learners develop phonological awareness and phonics skills, listening skills and writing skills.²² It means that, dictation as a good activity for the teaching learning process especially in writing. For the students, dictation can be improve their skills such as listening and writing, because in dictation is activity to write down after someone says or read something.

According to Patel n Jain, there are many advantages of dictation.²³

- a. It trains students to reproduce in writing what they listen.
- b. It gives good aural practice to the students. It develops the habit of listening attentively in students.
- c. It enables students to understand the part of each sentence and word phrases.

²¹M.F Patel and Praveen M. Jain, *English Language Teaching*, (Jaipur: Sunrise Publisher and Distributor, 2008), p.131-132.

²²Wan Chai, *Using Dictation to Develop Pupils' Listening and Writing Skills* (Hong Kong: The English Language Education Section of Curriculum Development Institute, Education Bureau, 2011), p. 6.

²³M.F Patel and Praveen M. Jain, *Loc Cit.* P. 132

- d. It enables student to write at good reasonably speed.
- e. It enables students to understand spelling and punctuation.
- f. It enables student to write- to use capital letters.
- g. It enables students to develop the habit of listening spoken language and getting used to the sound of system of the English language.

It shows that, dictation is not only a good activity in teaching learning but also have many advantages to use this technique in teaching learning process.

b. Types of Dictation

Dictation is an easily prepared activity that can become a part of the regular classroom routine. In dictation there are many kinds such as:²⁴

1). Jig-saw dictation

Pupils listened to a short text read by the teacher. They wrote down chunks of the text in the form of phrases or short sentences. This helped pupils develop their skills in understanding and listening to the gist of the text.

2). Partial dictation

Pupils worked in pairs. A text was divided in half. One read his/ her half of the text for his/ her partner to dictate. Two of them worked out the whole text. This provided pupils with an opportunity to complete a reading, speaking and writing task.

²⁴Hong Kong Teacher's Centre Journal Vol.2. 2004, "*Taikoo Primary School Report on the Action Research Project on English Dictation in a Local Primary School*", CHIANG Oi Kit : Taikoo Primary School, p. 1.

3). Running dictation

Pupils worked in groups of five to six. One member was responsible for writing the text while other members took turns to read out the text sentence by sentence. This provided pupils with an opportunity to work co-operatively.

4). Grammar dictation

Pupils worked in groups of four to five. They listened to a short text read by the teacher at normal speed and jotted down some important words. Then they pooled their resources, discussed and worked together to compose the text as nearest to the original text as possible. This enabled pupils to work out a speaking and writing task collaboratively.

5). Composition dictation

Pupils worked in groups of three to four. They listened to a text read by the teacher at normal speed and jotted down familiar words as they listened. Then they made use of their limited number of isolated words or fragments of sentences to reconstruct their version. Their texts did not need to be exactly the same as the original text. Pupils were allowed to discuss, compare, seek help from peers and edit their texts before the final submission.

So, dictation is variety technique, there are many kinds of variety in dictation such as jig-saw dictation, partial dictation, running dictation, grammar dictation, and composition dictation, so make the teacher can choose one of them to use dictation in

teaching process. In this research, the writer will use running dictation in teaching writing.

6. Running Dictation

a. Concept of Running Dictation

Running dictation is a type of dictation. According to Wan Chai, Running dictation is an activity for pupils who enjoy moving around and working in teams. They have to read and memorise a short text, tell the phrases / sentences to the other group member who will write down the text. Running dictation is also called wall dictation since a short printed text is usually posted on the wall.²⁵ Based on explanation, the writer concludes running dictation is an activity that the students work in pairs, they have to read and memorise a short text and tell the sentences to the other member of group who will write down the text.

Moreover, House et.al said that running dictation is a physically exerting activity in which the students dictate a text to one another, and brings a communicative, dynamic and energetic element to a lesson.²⁶ It means that running dictation is one of activity which the students dictate one another that brings communicative, dynamic and energetic element to a lesson in order to do not feel bored about technique that used by the teacher.

²⁵ Wan Chai, *Op. Cit*, p.58

²⁶ Wu Chung House, et al T., *Using Dictation to Develop Pupil's Listening and Writing Skill (Handbook)*, (Hongkong: Education Bureau, 2011),

Nation says that running dictation is a short dictation text typed in a large font is posted on the wall outside the classroom. Students work in pairs or small groups. One learner is the writer and the other is the runner who goes to the dictation text, memorises a short sentence, returns to the writer and retells it.²⁷ Running dictation is an integrative learning activity which involves listening, speaking, reading and writing. Running dictation can build up their note taking and writing skills.²⁸ It shows that, running dictation as an appropriate technique in teaching learning writing.

Based on explanation above, the writer make draw a conclusion that running dictation is an activity to dictate the sentence that the learners work in groups or pairs. There is the runner and the writer. The runner must read and memorize a short sentence and the writer must write down what they have heard from their member group. There are many kinds of procedures in teaching using running dictation and then the teacher can apply running dictation technique with different procedures based on the learner needs. Therefore, the students attracted to follow the lesson. They have fun. It can be useful for introducing a new topic or theme for them. Running dictation is an integrative learning activity which involves listening, speaking, reading and writing. Running dictation can build up their note taking and writing skills. It shows that running dictation can used by students to improve their English skill especially writing skill.

²⁷ I.S.P Nation and Jonathan Newton, *Teaching ESL/EFL Listening and Speaking*, (New York: Routledge, 2009), p.62

²⁸ Wan Chai, *Op. Cit*, p.37

b. Procedure of Teaching Writing through Running Dictation

Running dictation is one type of technique to teach writing correctly. In running dictation, students work in groups. According to Nation, teaching procedure used by the teacher in teaching writing by using running dictation technique are as follows:

- 1). Students work in small group that consist of three students in each group.
- 2). One learner is the writer and the other is the runner who goes to the dictation text, memorise a short sentence, returns to the writer and retells it.
- 3) If the students are working in groups, the activity takes the form of a relay in which the first runner reads the first sentence of the short text and then runs to another and tells them what they have read.
- 4). The second student then runs to a third and does the same.
- 5). The third student in turn tells the scribe what they have heard.²⁹

Furthermore, according to Wan Chai, there are different ways of conducting running dictation as follows:

- 1). The students working in teams.
- 2). They have to read and memorise a short text.
- 3). Then tell the phrases / or sentences to the other group member who will write down the text

²⁹I. S. P Nation and Jonathan Newton, *Loc. Cit*, p.62

4). The text is cut into discrete sentences. These cut-up are placed around the classroom in different locations. When the group has written down all the sentences, the members have to work together to sequence the sentences to make a complete and coherent text.³⁰

Basen on explanation the procedure of teaching writing by using running dictation above, the writer concludes that the procedure of teaching writing by using running dictation are as follows:

- 1). Students work in small group that consist of three students in each group.
- 2). One learner is the writer and the other is the runner who goes to the dictation text, memorise a short sentence, returns to the writer and retells it. The students can change their role in each group.
- 3). The runner reads and memorises a short phrase or sentence of a text posted on the wall, runs to the writer and tell him/her the phrase or sentence. The writer writes down what he/she has heard from runner. The writer can ask the runner relevant questions about words, spelling and punctuation if needed.
- 4). Text is cut into discrete sentences. These cut-up texts are placed on the wall outside the classroom. Then the group has written down all the sentences, the members have to work together to sequence the sentence to make a complete and coherence text.

³⁰ Wan Chai, *Loc. Cit*, p.58-59

c. Advantages and Disadvantages of Teaching Writing by Using Running Dictation

They are some advantages of using running dictation in teaching writing, they are :

1. By using running dictation, the students can practice their grammatical structures anything pupils work find interesting.³¹ It shows that running dictation can develop students wrting in grammar correctly and make them feel interest in learning writing.
2. Running dictation is integrative learning activity which involves reading, speaking, writing and listening.³² So, the students can develop their English skills.
3. By using running dictation, the students could not feel sleepy in learning process especially in writing.

Besides the advantages, running dictation has disadvantages, they are:

1. In learning process, the class can be noisy because the students run very fast.³³
2. The teacher can be busy to manage the students.

Based on the advantages and disadvantages above, the writer concludes that running dictation have advantages such as can make the students active in learning process, make them feel interest in learning process especially in writing, can increase the students writing ability in spelling word correctly and develop students grammar in writing. On the other side, running dictation also have disadvantages such as the

³¹ Wan Chai, p.58

³²*Ibid*

³³*Ibid*

teacher can be busy to manage the students, but the teacher can avoid all of them with a good prepared before learning process and the class can be noisy.

4) Free Writing

a. Concept of Free Writing

Free writing is a prewriting technique in which a person writes continuously for a set period of time without regard to spelling, grammar, or topic. It produces raw, often unusable material, but helps writers overcome blocks of apathy and self-criticism. It is used mainly by prose writers and writing teachers.³⁴ According to Oshima and Hogue free writing is a brainstorming activity in which you write freely about a topic because you are looking for a specific focus.³⁵ Based on those explanation, the writer conclude that free writing is a brainstorming activity in which you write freely without regard to spelling, grammar, or topic.

Free writing is similar to brainstorming in that both strategies are designed to help your write down that you can remember as quickly as possible.³⁶ Free writing differs from brainstorming in that it encourages you to remember blocks of information and to write them out in phrases and sentences. Free writing is the easiest way to get words on paper and the best all-around practice in writing that you know. To do a free writing exercise, simply force yourself to write without stopping for ten minutes.

³⁴*Getting Started:Freewriting. Grammar.ccc.commnet.edu*. Retrieved 2013-09-09.*Available Online at:*https://en.wikipedia.org/wiki/Free_writing(November, 24th 2016).

³⁵ Alice Oshima and Ann Hogue, *Op. Cit.* P.6

³⁶James M. McCrimmon, *Writing With Purpose*,(New York: Houghton Mifflin Company,1984), p.70

Sometimes you will produce good writing, but that's not the goal either. You may stay on one topic, you may flip repeatedly from one to another: it doesn't matter. Sometimes you will produce a good record of your stream of consciousness, but often you can't keep up. Speed is not the goal, though sometimes the process revs you up.³⁷

In conclusion, free writing is a prewriting technique without regard to spelling, grammar, or topic. Free writing is an activity in which you write freely about a topic because you will look for a specific focus. It is a simple process that is the basic for other discovery techniques. Free writing is all the thinking process, not about a product or a performance for a student or researcher.

b. Procedures of Teaching Writing Using Free Writing

There are the procedures of teaching writing using free writing as follows:

1. Write the topic at the top of your paper.
2. Write as much as you can about the topic until you run out of ideas. Include such supporting items as facts, details, and examples that come into your mind about the subject.
3. After you have run out of ideas, reread your paper and circle the main ideas that you would like to develop.
4. Take that main idea and free writing again.³⁸

³⁷ Peter Elbow, *Writing With Power: Techniques for Mastering the Writing Process*, (2nd Ed), (Oxford: Oxford University Press, 1998), p.13

³⁸ Alice Oshima and Ann Hogue, *Loc. Cit.* p.6

The key to free writing is to not think in your head. You just pick up a pen and write. Write on the topic and ignore about correct punctuation, grammar or spelling. Re-read your paper and circle the main ideas that you would like to develop. Use one of these key words or phrases to form a new focused free writing prompt. Start a new round of focused free writing about this point. Repeat the process, focusing on related points to explore further until reaching a clear understanding of the concepts. Then, write a paragraph defining the concepts.

c. Advantages and Disadvantages of Free Writing

There are some of advantages and disadvantages of free writing as follows:

1). Advantages of Free Writing

- a). Teach you to put words on paper without judgement.
- b). Separate the creation process from the revision process.
- c). Train you to write without thinking about writing.
- d). Provide an outlet for emoticons so they don't get in the way.
- e). Allow you to overcome resistance of writing.
- f). Give a space for a perspective on your ideas.
- g). Assist you in thinking about the topic from different angles.
- h). Improve your writing.
- i). Lead to powerful thinking and writing.³⁹

³⁹ Peter Elbow, *Op.Cit*, p.14

Based on the advantages of free writing above, the students know if that technique is good enough to be applied in writing process. Therefore, the writer used this technique to teach in the control class. In this technique, students learn not to edit their words or their thoughts. Most of us have a compulsive habit of editing as we write, resulting in a repression of thoughts and emotions we consider unacceptable or not good enough.

2). Disadvantages of Free Writing

- a). They can be very time consuming as you often cannot use much of what you free-write in your final essay. Indeed, you will absolutely need to resist the urge to treat your free writing as a formal draft of the essay.
- b). You need to make sure to create an outline of your free writing so that you can apply it to your formal draft.⁴⁰

Beside the advantages, free writing also has disadvantages. Disadvantages of this technique are: it can be very time consuming, and the students need to make sure to create an outline of free writing. To avoid the disadvantages above, the students must be able to write and think quickly what they need to write in order not to spend a lot of time and they are need to make sure to create an outline of their free writing so that they can apply it to their formal draft.

⁴⁰*Ibid*, p.16

B. Frame of Thinking

In learning activities, the teacher can do interaction with students as primary meaning of the learning process play an important role. Students got difficulties to express their ideas in form of written language especially in descriptive text. Many teachers are still using old method, activity or technique, so the students feel tired and bored. Teacher needs proper technique or activity that can make the students easy to express their ideas in form of written language. There are many methods, techniques or activities that can be used by teacher in teaching writing.

Running dictation is an alternative activity for the teacher in learning process. Running dictation is a short dictation text typed in a large font is posted on the wall outside the classroom. Students work in pairs or small groups. One learner is the writer and the other is the runner who goes to the dictation text, memorises a short sentence, returns to the writer and retells it. Running dictation can build up their note taking and writing skills.⁴¹

From explanation above, the writer concludes that the classroom writing activities through running dictation can be used to develop students' idea in writing, especially in descriptive text. Then, this activity can make the students interested to follow the lesson. They have fun. It can be useful for introducing a new topic or theme for them and the students can make a descriptive text correctly. Therefore, using running

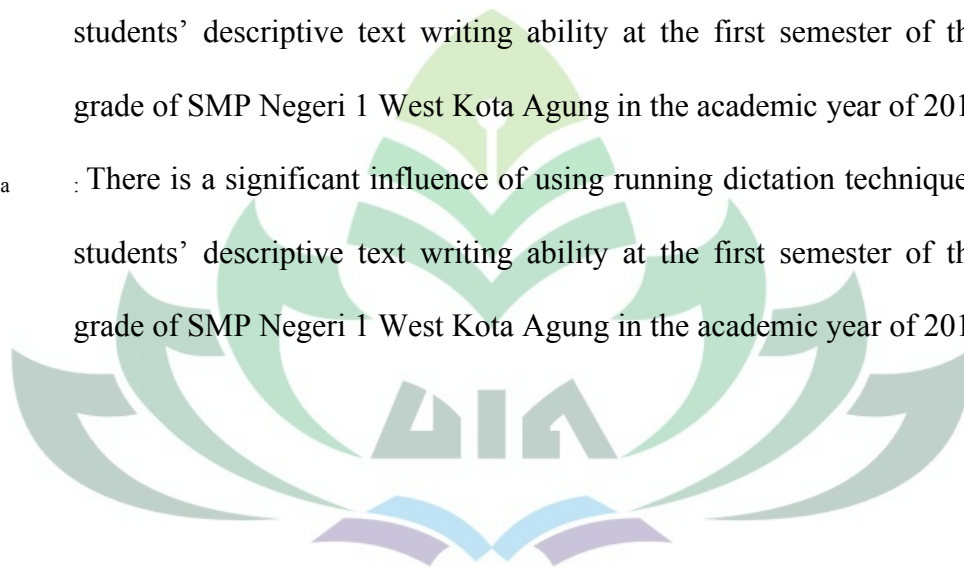
⁴¹ Wan Chai, *Op.Cit*, p.37

dictation can give positive influence for the students' writing ability in descriptive text.

C. Hypothesis

Based on the theories and assumption above, the write formulated the hypotheses as follows:

- H_0 : There is no significant influence of using running dictation technique towards students' descriptive text writing ability at the first semester of the eighth grade of SMP Negeri 1 West Kota Agung in the academic year of 2017/2018.
- H_a : There is a significant influence of using running dictation technique towards students' descriptive text writing ability at the first semester of the eighth grade of SMP Negeri 1 West Kota Agung in the academic year of 2017/2018.



CHAPTER III RESEARCH METHODOLOGY

A. Research Design

In conducting this research, the writer applied experimental design because in order to know the influence of using running dictation towards students' descriptive text writing ability. According to Ary et.al., Experimental design is the general plan to carrying out a study with and active independent variable.¹ In this research, the writer used quasi experimental research design.

According to Creswell, quasi experiments includes assignment, but not random assignment of participants to groups. We can apply the pretest and posttest design approach to a quasi-experimental design. The writer assigns intact groups the experimental and control treatments, administers a pretest to both groups, conducts experimental treatment activities with the experimental group only, and then administers a posttest to assess the differences between the two groups.² Consequently, in quasi experimental design the writer used the pretest and posttest design approach. The writer used pretest and posttest to the both of class

¹Donal Ary et.al, *Introduction to Research in Education* (8th Edition),(Belmont: Wadsworth Cengage Learning, 2010), p.301

²John W. Creswell, *Educational Research : Planning, Conducting, and Evaluating Quantitative and Qualitative research*, (2nd Ed), (Boston: Pearson Education, 2012), p. 309-310

group to know the differences between the two groups and only conducted the experimental treatment in experimental class.

The writer's design presented in Table 2:

Table 2
Pre and Post-test Design

Select Control Group	Pretest	NoTreatment	Post-test
Select Experimental Group	Pretest	Treatment	Post-test

In this research, the students were given pre-test to know their descriptive text writing ability before treatment and post-test. After pre-test and know students' ability in writing, the writer gave treatment for experimental and control class. Experimental class got treatment by using running dictation and control class got treatment by using free writing. After treatment, the writer gave post test to both of the class to know students' development.

B. Variable of the Research

There were two variables in this research, they were :

1. Independent variable.

Independent variable is a variable that affects or is the cause of changes in the incidence of dependent variables. The independent variable in this research is Running dictation as variable (X).

2. Dependent Variable.

Dependent variable is variable that influenced or which become result of independent variables. The dependent variable in this research is the students' Descriptive text writing ability as variable (Y).

C. Operational Definition of Variable

The operational definition of variable was used to describe the characteristics of the variable investigated of the writer as follows:

1. Independent Variable (X)

Running dictation is an activity to dictate the sentence that the learners work in groups or pairs that consists three students. There are the runner and the writer. One learner is the writer and the other is the runner. The runner must read and memorize a short sentence and the writer must write down what they have heard from their member group.

2. Dependent Variable (Y)

Students' descriptive text writing ability is their ability to describe the characteristics of something; it can be a person, a place, or thing with good mastery of aspects of writing like content, organization, vocabulary, language and mechanic, so the readers understand about the object even can imagine it

D. Population, Sample, and Sampling Technique

1. Population of the Research

According to Ary, *et.al*, population is defined as all members of any well-defined class of people, events, or objects.³ Schreiber says, “the population in social science research refers to all of your potential participants; Schreiber stated that think of it as the whole group of people in which you are interested”.⁴ As a result, population is attractive group of object that is used in the research. Schreiber also says, “the sample of participants for your study is part of the population, and all or some possess of characteristics that make them members of the sample group. Those characteristics will have a conceptual or theoretical definition and an operational definition. The conceptual definition uses multiple constructs to create an overall definition, such as socioeconomic status”.⁵ Consequently, population is combination of some samples that had same characteristic. These sample that is used by researchers in their research.

Population of this research were the students at the first semester of the eighth grade of SMP Negeri 1 West Kota Agung in the academic year of 2017/2018. The population of this research consist of 134 students including five classes. It can be seen in the table follow:

³Donald Ary, *et.al.*, *Op. Cit*, p. 148

⁴James B. Schreiber, *The Interrelationship of Question, Sampling, Design and Analysis*, Educational Research, (India: John Willey and Sons Inc, 2011), p. 89

⁵*Ibid* p. 310

Table 3
The Population of The Eighth Grade of SMP Negeri 1 West Kota Agung in the Academic Year of 2017/2018

No	Class	Gender		Total
		Male	Female	
1	8A	14	15	29
2	8B	13	13	26
3	8C	13	13	26
4	8D	12	14	26
5	8E	12	15	27
Total		64	70	134

Source: SMP N 1 West Kotaagungin the Academic Year of 2017/2018

2. The Sample of the Research

The sample of the research were two classes, one class as the experimental class and another one as the control class. There were five classess of the eighth grade at SMP Negeri 1 West Kota Agung and the writer took two classes, class VIII E as experimental class and class VIII D as control class.

3. Sampling Technique

In getting the sample from population, the writer used cluster random sampling. Fraenkel and Wallen saaid that the selection of groups, or clusterof subjects rather that individuals is known as cluster random sampling.⁶Thus, cluster random sampling is the way to select object that is in the group or not individual.

In this research, experimental and control class chose randomly by using a small piece of paper. The name of each class was written in a small piece of paper and then

⁶Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education*, 7th Edition, (New York: Mc Graw-Hill, 2009), p.95

the papers rolled and shuffle. The first paper as an experimental class and another one as control class.

E. Research Procedure

In conducting this research, the writer applied some procedures as follows;

1. Determining Subject of the Research

The writer chose the students of eighth grade of SMP Negeri 1 West Kota Agung as a subject of the research. One class was experimental class and one class was control class.

2. Designing the Instrument of the Research

The instrument of this research was writing test. The students got the same instrument for both classes in several topics.

3. Administering the Pre-Test

The pre-test was used to find the students' initial ability. Here, the students were assigned to write descriptive text that consisted of 75 words based on the topic that had been provided. The topics were :

- a. My Duck



b. My Father



c. My School Library



4. Conducting the Treatment

The treatment was presented three times after pre-test. In require 2x40 minutes for each meeting. In the treatments the students got explanation about the goals and adjectives instructions and also aspect in writing within a good text.

Next step, the teaching was presented. Here the teacher gave the students an example of descriptive text. Then the teacher lead the students to strategy to write. In experimental class the teacher gave running dictation by explaining the meaning and the procedure running dictation.

In control class, after the presentation of the teacher, the students was given an example of descriptive text followed by some questions covering all the points of the text. The students answer the questions. After the students finish answering the questions, they asked to rearrange the answer into a good text by using their own words. As the post activity some students were asked to read their writing in front of the class. The next meeting, both of classes still teach the strategy how to write descriptive text and gave more practice.

5. Administering the post-test

Post-test were administered to measure whether or not there was an improvement of students' descriptive writing ability. The students assigned to write descriptive text that consisted of 75 words based on the topic that provided. The topics were :

- a. My Cat



b. My Mother



c. My School



6. Analyzing the Result (pre-test and post-test)

In analyzing the result, the writer is going to compare the result of post-test between experimental and control class to see whether the post-test's score of experimental is higher than control.

7. Analyzing the data

After collecting the data, the writer analyzed the data quantitatively.

F. Scoring Criteria

In scoring the students' writing ability the writer used analytic rating scale adapted from Tribble. The classifications of scoring criteria are: Content refers to substance of writing, the experience of main idea (unity), organization refers to logical organization of the content (coherence), vocabulary refers to selection of

words that are suitable with the content, language use refers to use of the correct grammatical and syntactic pattern, mechanics refers to use graphic conventional of the language.⁷

Form the statement above, the writer concluded that scoring procedures in this research used analytic rating scale adapted from Tribble. The classifications of scoring criteria are: Content, the experience of main idea (unity), organization, vocabulary, language use and mechanics.

G. Data Collecting Technique

The writer used some techniques in collecting the data, they were:

1. Pretest

The pretest was given before the treatment. The writer gave pre-test to experimental and control class. In pre-test the students were asked to choose one of pictures and then describe it which was consisted of approximately 80 words in 60 minutes. (see appendix 11).

2. Post-test

The post test done after the students in experimental and control class was given the treatment. It was done to recognize the students' descriptive text writing ability after they got treatment by using running dictation in experimental class and guided writing to control class. Post test was done to know which one treatment influence

⁷Christoper Tribble, *op,cit*,p.130

students' descriptive writing ability. In the post test the students also were asked to choose one of pictures and then describe it consist of approximately 80 words in 60 minutes. (see appendix 12).

H. Research Instrument

An instrument is a tool for measuring, observing, or documenting quantitative data. It contains specific questions and response possibilities that you establish or develop in advance of the study.⁸ The research instrument that is used in this research was writing test. The writer made the instruments, they were pre-test and post-test. The writer provided three kinds of pictures. The students were asked to choose only one picture that were given. They have to write a descriptive text that consisted of approximately 80 words in about 60 minutes.

Pre-test instrument :

- a. Picture of Animal (My Duck).
- b. Picture of Person (My Father).
- c. Picture of Place (My School Library).

Post-test instrument :

- a. Picture of Animal (My Cat).
- b. Picture of Person (My Mother).
- c. Picture of Place (My School).

⁸ John W. Creswell, *Op.Cit.*, p.14.

I. Scoring Scale for Evaluating Students' Descriptive Writing Ability

The following is the blueprint of writing test. The score is calculated based on the following scoring systems proposed by Tribble.⁹

Table 4
Scoring Scale for Evaluating Students' Descriptive Writing Ability

Area	Score	Descriptor
	20-17	Excellent to very good: Excellent to very good treatment of the subject, considerable variety of ideas or argument; independent through interpretation of the topic; content relevant to the topic; accurate detail.
	16-12	Good to average: Adequate treatment of topic, some variety of ideas or argument; some independent of interpretation of the topic; most content relevant to the topic, reasonably accurate detail.
	11-8	Fair to poor: Treatment of the topic is hardly adequate; little variety of ideas or argument; some irrelevant content to the topic; lacking detail.
	7-5	Very poor: Inadequate treatment of the topic, no variety of ideas or argument; content irrelevant, or very restricted; almost no useful detail.
	4-0	Inadequate: Fails to address the task with any effectiveness.
	20-17	Excellent to very good: Fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); some connectives used (cohesion).
	16-12	Good to average: Uneven expression, but main ideas stand out; paragraph or section evident; logically sequenced (coherence); some connectives (cohesion).
	11-8	Fair to poor: Very uneven expression, ideas difficult follow; paragraphing/organization does not help the reader, logical sequenced difficult to follow (coherence); connectives largely absent (cohesion).
	7-5	Very poor: Lacks fluent expression, ideas very difficult to follow, little sense of paragraphing/organization; no sense of logical sequence (coherence); connective not used (cohesion).
	4-0	Inadequate: Fails to address this aspect of the task with any effectiveness.
	20-17	Excellent to very good: Wide range of vocabulary; accurate word/ idiom choice and usage; appropriate selection to match register.
	16-12	Good to average: Adequate range of vocabulary; occasional mistake in word/ idiom choice and usage; register not always appropriate.
	11-8	Fair to poor: Limited range of vocabulary; a noticeable number of mistakes in word/ idiom choice and usage; register not always

⁹Christopher Tribble, *Language Teaching Writing*, (Oxford: Oxford University, 1996), p.130-131

		appropriate.
	7-5	Very poor: No range of vocabulary; uncomfortable frequent mistake in word/ idiom choice and usage; register not always appropriate.
	4-0	Inadequate: Fails to address this aspect of the task with any effectiveness.
	30-24	Excellent to very good: Confident handling of appropriate structures, hardly any errors of agreement, tense, number, word order, articles, pronouns, propositions, meaning never obscured.
	23-18	Good to average: Acceptable grammar but problem with more complex structures, mostly appropriate structures; some errors of agreement, tense, number, word order, articles, pronouns, propositions, meaning sometimes obscured.
	17-10	Fair to poor: Insufficient range of structures with control only shown in simple constructions; frequent errors of agreement, tense, number, word order, articles, pronouns, propositions, meaning sometimes obscured.
	9-6	Very poor: Major problems with structures-even simple ones; frequent error of negation, agreement, tense, number, word order/function, articles, pronouns, propositions; meaning often obscured.
	5-0	Inadequate: Fails to address this aspect of the task with any effectiveness.
	10-8	Excellent to very good: Demonstrates full command of spelling, punctuation, capitalization and layout.
	7-5	Good to average: Occasional errors in spelling, punctuation, capitalization and layout.
	4-2	Fair to poor: Frequent errors in spelling, punctuation, capitalization and layout.
	1-0	Very poor: Fails to address this aspect of the task with any effectiveness.

Final Score = C + O + V + L + M = 20+20+20+30+10= 100

Note:

C : Content (20)

O : Organization (20)

V : Vocabulary (20)

L : Language (30)

M : Mechanics (10)

J. Validity, Reliability and Readability of the Test.

1. Validity of Test

A good test was the test that has validity. According to Arthur, “a test is said to be valid if it measures accurately what it is intended to measure”.¹⁰ It means that, a test is valid if it appropriates with the criteria of validity test.

Best and Kahn say that a test is valid if it is measures what it claims to measure.¹¹ In the case point, a test is valid if it measured. To measure whether the test had good validity or not, the writer used the content and construct validity.

a. Content Validity

Best and Kahn say that content validity refersto the degree to which the test actually measures, or is specifically related to the traits for which it was designed. Content validity is based upon careful examination of course text books, syllabi, objectives, and the judgments of subject matter specialists.¹² So, the material that is taught must appropriate with curriculum KTSP. Descriptive writing is taught in first semester of the eighth grade.

¹⁰Hughes Arthur, *Testing for Language Teacher* ,2nd Edition, (Cambridge: Cambridge University Press, 2003), p.26

¹¹John W. Best and James V. Kahn, *Research in Education*, 7th Edition, (New Delhi: Prentice-Hall, 1995), p. 218

¹²*Ibid*, p.219

b. Construct Validity

Best and Kahn state that construct validity is the degree which scores on a test can be accounted by the explanatory constructs of a sound theory.¹³ Consequently, construct validity focus on what measured, that is descriptive writing ability.

In this research, the writer composed a descriptive writing test that measured the students' descriptive writing ability based on some criteria of descriptive writing's scoring rubrics. They consist of content, organization, vocabulary language and mechanic. The writer consult the instrument to the English teacher of SMP Negeri 1 West Kota Agung to make sure whether the instrument had been valid or not.

2. Reliability of the Test

Fraenkel and Wallen say that reliability refers to the consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of items to another.¹⁴ Therefore, a good test should have high reliability besides having high validity. To get the reliability of the test, the writer utilized inter-rater reliability. This inter-rater reliability counted the level of the reliability based on two series of score gotten by two raters, They were the English teacher and the writer.

¹³*Ibid*

¹⁴Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education*, 7th Edition, (New York: Mc Graw-Hill, 2009), p. 154

To estimate the reliability of the test, the writer used rank order correlation formula as follows:¹⁵

$$= 1 - \frac{6 \sum (D^2)}{(N(N^2 - 1))}$$

Notes :

: Coefficient correlation ordinal.

D : Difference of rank correlation (D = R 1- R 2)

N : Number of subjects.

6 & 1 : Constant number

Furthermore, to know the degree of the level of reliability of written, the researcher consulted the criteria of reliability as follows:¹⁶

Reliability coefficient 0,800 – 1,000 is very high

Reliability coefficient 0,600 – 0,800 is high

Reliability coefficient 0,400 – 0,600 is fair

Reliability coefficient 0,200 - 0,400 is low

Reliability coefficient 0,000 – 0,200 is very low

¹⁵Anas Sudijono, *Pengantar Statistik Pendidikan*, (JAKARTA : PT Raja Grafindo Persada, 2012),p.232.

¹⁶SuharsimiArikunto,*Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010), p.319.

The result from analyzing the students' score of writing test in post test by using SPSS, the writer got the result 0,933 for post test. Based on the criteria of reliability the data is **high reliability**.

3. Readability of the Test

Readability tests are indicators that measured how easy a document is to read and understand. For evaluators, readability is statistics solid predictors of the language difficulty level of particular documents. The essential information in an evaluation document should be easily understandable. To know readability of the descriptive textwriting ability test instrument, the writer follow Kouame's research. The participants evaluated instructions and the understandability of each item on a scale of 1 to 10, where, 1 describes an item that is easy to read and 10 describes an item that is difficult to read.¹⁷The questions tested individually the questionnaire for readability was attached. After that, the writer measured mean of each item.

Based on the finding of Kouame's research, if the mean of all items of the instrument text has mean under 4.46, the instrument is quite readable and understandable by the readers or test takers.¹⁸Thus, based on the finding of Kouame's research, if the mean of all items of the instrument text has mean under 4.46, the instrument is quite readable and understandable by the readers or test takers.

¹⁷Julien B. Kouamé, *Journal of Multi Disciplinary Evaluation Vol. VI No. 14 August 2010*: Using Readability Tests to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants, Western Michigan University, Michigan, p.133.

¹⁸*Ibid*, p.134.

K. Data Analysis

1. Fulfillment of the Assumption

Parametric statistical significance tests, such as analysis of variance and least squares regression, are widely used by researchers in many disciplines, including, statistics parametric tests to produce accurate results, the assumptions underlying them such as normality and homogeneity test must be satisfied.¹⁹ It means that to get the accurate result, the writer has to do some tests such as normality test and homogeneity test.

a. Normality test

The Normality test used to know whether the data, in experimental and control class, had the normal distribution or not. In this research, the writer used statistical computation by using SPSS (*Statistical Program for Social Science*). While the criteria of acceptance or rejection of normality test were as follows:

H_0 was accepted if $\text{sig} > \alpha = 0.05$

H_a was accepted if $\text{sig} < \alpha = 0.05$

The hypotheses for the normality test are formulated as follows:

H_0 : the data were normally distributed

H_a : the data were not normally distributed.

¹⁹M. Erceg-Hurn, *Modern Robust Statistical Method.*, (Crawley: American psychological Association, 2008) p. 591

b. Homogeneity Test

After the writer got the conclusion of normality test, the writer did the homogeneity test in order to know whether the data is homogenous or not. In this research, the writer used statistical computation by using SPSS (*Statistical Program for Social Science*). The test of homogeneity employing Levene's Test.

While the criteria of acceptance or rejection of homogeneity test were as follow:

H_0 was accepted if $\text{sig} > \alpha = 0.05$

H_a was accepted if $\text{sig} < \alpha = 0.05$

The hypotheses for the homogeneity test were formulated as follows :

H_0 = The variances of the data were homogenous

H_a = The variances of the data were not homogenous

2. Hypothetical Test

After the writer knew that the data was normal and homogeneous, the data was analyzed by using independent sample t-test in order to know the significance of the treatment effect.

While the criteria acceptance or rejection of hypothesis test were:

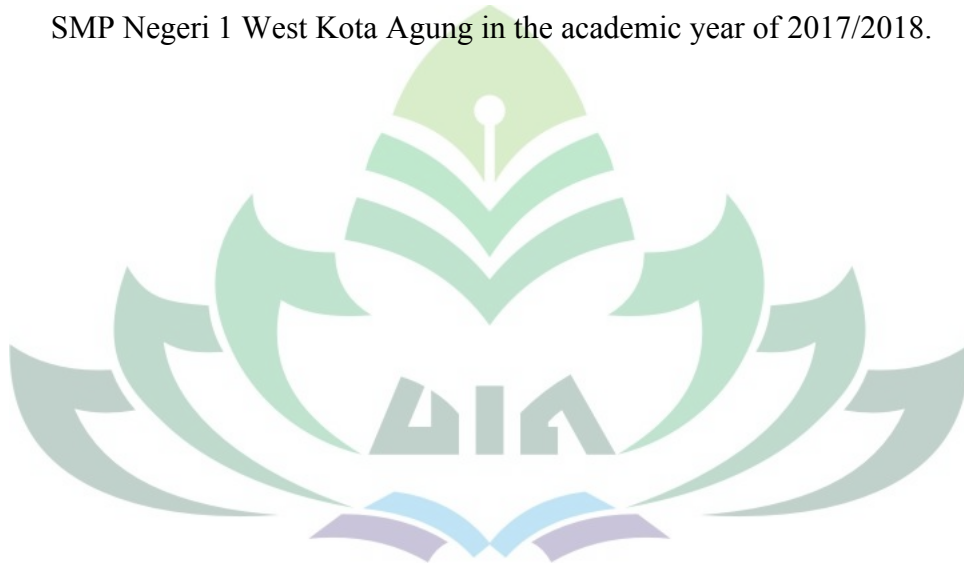
H_a was accepted if $\text{sig} < \alpha = 0.05$

H_0 was accepted if $\text{sig} > \alpha = 0.05$

The hypotheses were:

H_a: There was a significant influence of using running dictation technique towards students' descriptive text writing ability at the first semester of eighth grade of SMP Negeri 1 West Kota Agung in the academic year of 2017/2018.

H_o: There was no significant influence of using running dictation technique towards students' descriptive text writing ability at the first semester of eighth grade of SMP Negeri 1 West Kota Agung in the academic year of 2017/2018.



CHAPTER IV RESULT AND DISCUSSION

A. General Description of the Research Place

1. Brief Profile of SMP Negeri 1 West Kota Agung

SMP Negeri 1 West Kota Agung was built in 1998 with the name SLTPN 4 Kota Agung. Building of SMP Negeri 1 West Kota Agung is located at Jl. Pemasyarakatan Pekon Waygelang, Kec.Kotaagung Barat, Kab.Tanggamus. The principal of SMP Negeri West Kota Agung has been changed for seven times. The following are the name of the principals of SMP Negeri 1 West Kota Agung:

1. Drs. Muhammad Saleh (1998-1999)
2. Drs. Badarudin, M.M. (1999-2000)
3. Munar Ginting, S.Pd (2000-2006)
4. Drs. Hijazi (2006 – 2011)
5. Eko Priyanto, S.Pd. (2011 – 2014)
6. Mukadi, S.Pd (2014 – 2015)
7. Sumijan, S.Pd (2015 – now)

The activities of teaching learning process in SMP Negeri 1 West Kota Agung were done in the morning and afternoon. In the morning, the class began at 07.30 a.m and ended at 13.00. p.m. The school had 15 classrooms consisting of the five classes for seventh, five classes for eighth grade and five classes for ninth grade

students. The total number of the teacher is 33 teacher, and the total number of the students is 383 students.

There were several rooms functioning as the office in the school. The office room were headmaster office, teacher office, and administration office. Then, it was complete by BK's room, skill's room and UKS's room. This school also has a library, a computer laboratory, a language laboratory, a science laboratory, a mosque and official building. For sport facilities, the school was provided with a football, and volley. The court also functioned as the field flag-raising ceremony which was held every Monday morning.

B. Research Implementation (Procedure)

The research was conducted on August 28th 2017. Before conducting the research, firstly, the writer asked the headmaster's and teacher's permission of the school after having the permission, the writer conducted through the following steps:

1. Determining the subject of research, namely the student at the eighth grade of SMP Negeri 1 West Kota Agung.
2. Designing the test, the test is written test.
3. Holding try out test, that's namely readability test to know whether the test instrument is valid or not.
4. Determining the sample of research by using cluster random sampling.

5. Holding pre-test in order to know the student's writing ability before they had treatment.
6. Analyzing the data gotten the pre test
7. Giving the treatment to the sample of the research that was running dictation which was implemented in teaching learning writing.
8. Holding post-test to know the students' writing ability after the treatment.
9. Analyzing the data gotten through post-test. The data were analyzed by using SPSS.
10. Testing the Hypothesis and making the conclusion.
11. Reporting the result of the research.

C. Data Description

This research was conducted in three meetings. On , August 28th, 2017 the writer asked the headmaster's and teachers' permission. The writer gave the pre-test and post-test to experimental class (VIII E) and control class (VIII D).

The writer gave the pre-test on Saturday, September 2nd 2017 in Experimental class and September 2nd 2017 in control class. In the experimental class which consists of 27 students and in the control class which consists of 26 students. When the writer gave the pre-test all the students followed the test.

Then, on Monday, September 4th, 2017 the writer gave the first treatment about place in experimental class at 9.30 am and in control class at 11.00 am. there was

no student absent in the experimental and there was no students absent in control class.

The writer gave the second treatment about people on Saturday, September 9th, 2017 in experimental class at 07.30 am and in control class at 11.00 am. The students of experimental class there was no student absent and in control class there was no student absent.

Then, on Monday, September 11th, 2017 the writer gave the third treatment about animal. The treatment began at 9.30 am in experimental class and in control class the treatment began at 11.00 am. The students in the experimental class and control class there was no student absent.

For the last meeting, the writer gave the post-test to the students in experimental on Saturday September 16th, 2017 and control class also. All of the students in experimental class and control class followed the post-test.

1) Description of the first treatment

In the first treatment was done on Monday, September 4th 2017 at 09.30 am, the writer gave the first treatment in experimental class and there were no students absent. In pre teaching step, the writer greeted to the students and asked the students' condition. Next, the writer asked the chairman led to pray together and the last the teacher checked attendance list.

In while teaching, the writer taught about descriptive text. The students looked nervous. The topic of the first meeting was “Provo”. The writer asked the students to read a descriptive text and asked them to explain about the goals of descriptive text. Then, the students felt confuse to understand about descriptive text and the writer explained it.

The next step, the writer asked students to posted the discrete sentences on the wall outside the classroom. The students were divided into small group that consists of one writer and other as runner. Then, the writer explained what the students should do in this technique that was running dictation. The runners read and memorized a short sentences of a text that posted on the wall. After that, the runners ran to the writer and told him/ her about sentences. The writer wrote down what he/ she had heard from runners. The writer could ask the runner relevan questions about words, punctuation, and spelling if necessary. Then, the writer controlled the class.

After that, the writer made the discussion about the result of written text with the students and checked their work. It should be done to find out the mistakes of five aspect in writing. Then, the writer asked the students to submit their work. The students looked interesting in teaching learning process.

In closing step, the writer asked the students about the material today and made conclusion. Then, the writer told about the material for the next meeting. The last, the writer closed the class by greeting.

2) Description of second treatment

The writer gave the second treatment on Saturday, September 9th, 2017 at 07.30 am, the writer gave the second treatment in control class and there was no student absent. The writer greeted to the students and asked the students' condition. Next, the writer asked the chairman led to pray together and the last the writer checked attendance list.

In the second treatment was better than first because the students did not look nervous anymore. The students enjoyed in learning writing descriptive text. The students were taught another topic. The topic was "My Family". In while teaching, the wrter asked the students to explain about last material about descriptive text. The students were given the similiar technique that was running dictation but this time the writer asked the students to change the rule for each group. In this section, the students had been became a writer changed into runner. It was hoped all of the students have chance to be writer and runner. The runner and writer did activities as same as the first treatment.

After that, the writer made the discussion about the result of written text with the students and checked their work. It should be done to find out the of five aspect in writing. Then, the writer asked the students to submit their work. The students looked interesting in teaching learning process.

In closing step, the teacher asked the students about the material today and made conclusion. Then, the researcher told about the material for the next meeting. The last, the teacher closed the class by greeting.

3) Description of the third treatment

The writer gave the third treatment on Monday, September 11th, 2017 at 09.30 am, the writer gave the third treatment in control class and there was no student absent. The writer greeted to the students and asked the students' condition. Next, the writer asked the chairman led to pray together and the last the writer checked attendance list.

The third treatment was better than second because the students felt accustomed in learning writing descriptive text through running dictation. The writer did not felt difficult to explain about decriptive text and what the students should do step by step. The topic in the last meeting was "Koala". In the while teaching, The students were given the similiar technique that was running dictation but this time the writer asked the students to change the rule for each group. In this section, the students had been became a writer changed into runner. It was hoped all of the students have chance to be writer and runner. The runner and writer did activities as same as the first and second treatment.

After that, the writer made the discussion about the result of written text with the students and checked their work. It should be done to find out the of five aspect in

writing. The writer asked the students to submit their work. The students looked interesting in teaching learning process. Then, the writer gave chance to the students to ask if they got difficulties. The students thought that running dictation could help them in understanding descriptive text and an interesting technique in teaching writing especially in descriptive text.

D. Result of the Research

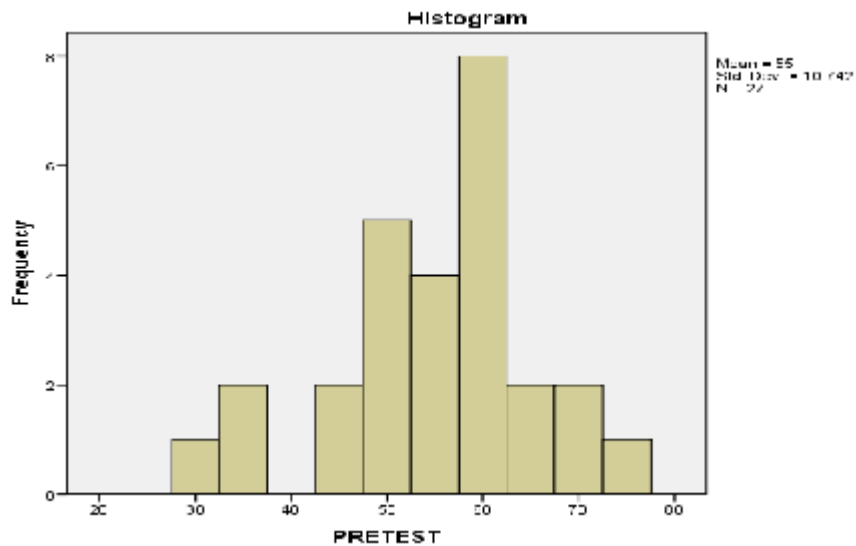
1. Result of Pre-test

At the first meeting the writer conducted pre-test in order to find out the previous students' descriptive text writing ability. The pre-test was administered on Saturday, September 2nd, 2017 at 07.30 a.m for the VIII E as the experimental class and at 11.00 a.m for the VIII D as the control class.

a). Result Pre- test in Experimental Class

The writer conducted pre test in order to know students' writing ability before treatment. The scores of students descriptive text tested in pre test in the experimental class can be seen at Figure 1.

Figure 1
Graph of the Result of the Pre Test Experimental

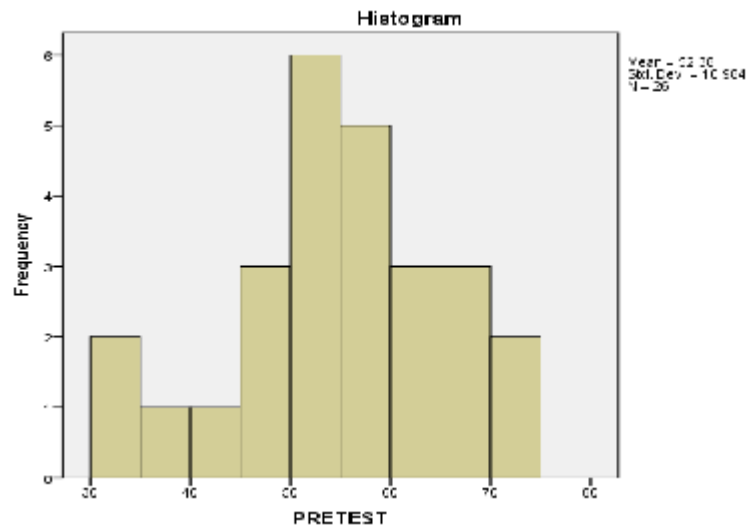


The mean of pre-test in experimental class was 55.00, standard of deviation was 10.742, N was 27, median was 55.00, variance was 115.385 minimum score was 30, and maximum score was 75. It can be seen in appendix 23.

b). Result Pre-test in Control Class

The writer conducted pre test in order to know students' writing ability before treatment. The scores of students descriptive text tested in pre test in the experimental class can be seen at Figure 2.

Figure 2
Graph of the Result of the Pre Test Control



The mean of pre-test in control class was 52.38, standard of deviation was 10.984, N was 26, median was 52.73, variance was 120.646, minimum score was 30, and maximum score was 70. It can be seen in appendix 23.

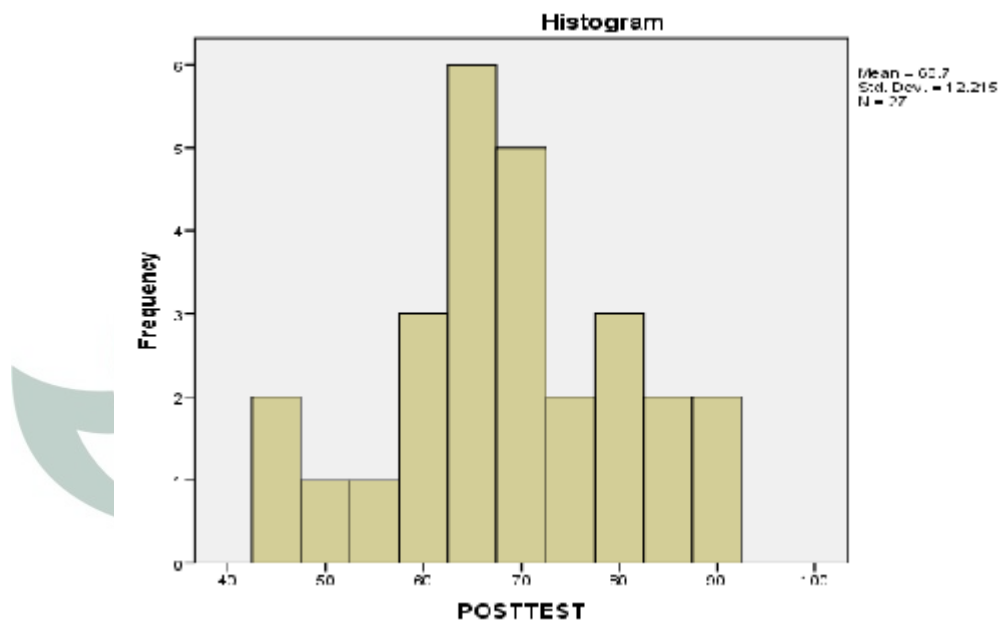
2. Result of Post-test

After conducting three meetings of treatments the writer conducted the post-test to the sample. The writer conducted post-test in order to see whether the students' score increased or not. The post-test was conducted on Saturday, September 16th, 2017 at 07.30 a.m for the VIII E as the experimental class and at 11.00 a.m for class VIII D as the control class.

a). Result of Post- Test in Experimental Class

The writer conducted pre test in order to know students' writing ability after treatment. The scores of students descriptive text tested in pre test in the experimental class can be seen at Figure 3.

Figure 3
Graph of the Result of the Post Test Experimental

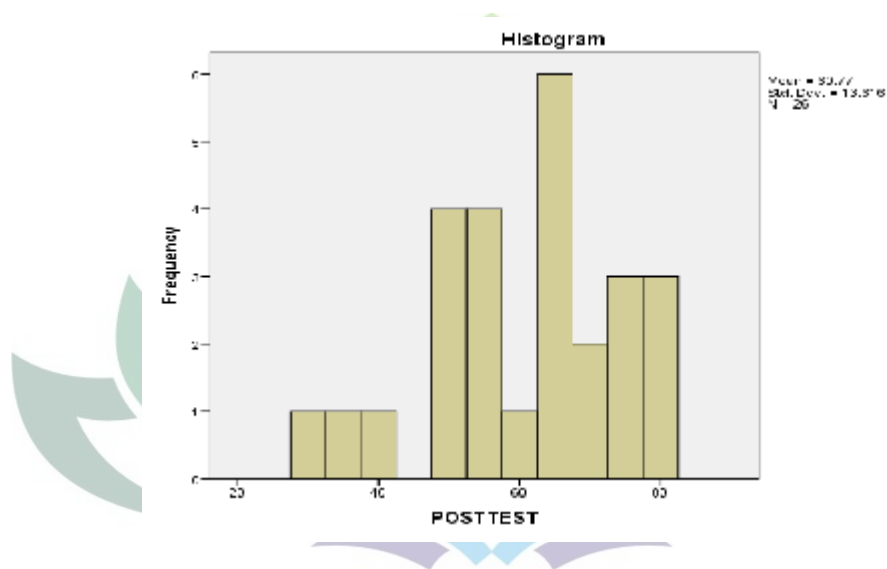


The mean of post-test in experimental class was 68.70, standard of deviation was 12.215 , N was 27, median was 68.18, variance was 149.217, minimum score was 45, and maximum score was 90. It showed students' writing ability after they got the treatments. It can be seen in appendix 24.

b). Result of Post- Test in Control Class

The writer conducted pre test in order to know students' writing ability after treatment. The scores of students descriptive text tested in pre test in the experimental class can be seen at Figure 4.

Figure 4
Graph of the Result of the Pre Test Control



The mean of post-test in control class was 60.77, standard of deviation was 13.616 , N was 26, median was 62.14, variance was 185.385, minimum score was 30, and maximum score was 80. It can be seen in appendix 24.

E. Data Analysis

1. Fulfillment of the assumption

Parametric tests are significance tests which assume a certain distribution of the data (usually the normal distribution) assume an interval level of measurement, and assume homogeneity of variances when two or more samples are being compared. In order to get a certain distribution of the data, the writer did some test and homogeneity test.

a). Result of Normality Test

The Normality is used to know whether the data, in experimental and control class, has the normal distribution or not. In this research, the writer used statistical computation by using SPSS (*Statistical Program for Social Science*). While the criteria of acceptance or rejection of normality test are as follows:

H_0 is accepted if $\text{sig} > \alpha = 0.05$

H_a is accepted if $\text{sig} < \alpha = 0.05$

The hypotheses for the normality test are formulated as follows:

H_0 : the data are normally distributed

H_a : the data are not normally distributed.

Table 5
The result of Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Experimental	.124	27	.200*	.962	27	.417

Control	.160	26	.083	.947	26	.192
---------	------	----	------	------	----	------

Based on Table 5, it can be seen that Sig. (p_{value}) in the table of Kolmogorov-Smirnov was 0.200 and $\alpha = 0.05$. It means that Sig. (p_{value}) > α and H_0 is accepted. The conclusion is that the population is in the normal distribution.

b). Result of Homogeneity Test

After the writer got the conclusion of normality test, the writer done the homogeneity test in order to know whether the data is homogenous or not. In this research, the writer used statistical computation by using SPSS (*Statistical Program for Social Science*). The test of homogeneity employing Levene's Test.

While the criteria of acceptance or rejection of homogeneity test are as follow:

H_0 is accepted if $\text{sig} > \alpha = 0.05$

H_a is accepted if $\text{sig} < \alpha = 0.05$

The hypotheses for the homogeneity test are formulated as follows :

H_0 = The variances of the data are homogenous

H_a = The variances of the data are not homogenous.

Table 6
Homogeneity of Experimental and Control Class

The result homogeneity test

Test of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.
pre	.044	1	51	.834
post	.602	1	51	.441

Based on the results obtained in the test of homogeneity of variances in the column, it could be seen that $Sig. (P_{value}) = 0.441 > \alpha = 0.05$. It demonstrated that H_0 was accepted because $Sig. (P_{value}) > \alpha = 0.05$. It means that the variance of the data was homogenous.

c). Result of Hypothetical Test

Based on the previous explanation that the normality and homogeneity test was satisfied. Therefore, the writer used the following t-test by independent t-test for hypothetical of test.

The hypotheses as follows:

H_0 : There is no significance influence of using running dictation technique towards students' descriptive text writing ability at the first semester of the eighth grade of SMP Negeri 1 West Kota Agung in the academic year of 2017/2018

H_a : There is significance influence of using running dictation technique

towards students' descriptive text writing ability at the first semester of the eighth grade of SMP Negeri 1 West Kota Agung in the academic year of 2017/2018.

The criteria of acceptance or rejection of the hypothesis for Hypothetical test was:

H_a is accepted if $Sig. < \alpha 0.05$

H_o is accepted if $Sig. > \alpha 0.05$

Table 7
The Result of Hypothetical Test

T	Df	Sig. (2-tailed)
2.235	51	.030

Based on the result obtained in the independent sample t-test in the table 7 that the value of significant generated $Sig. (P_{value}) = 0.030 < \alpha = 0.05$. So, H_o is rejected and H_a is accepted. Based on the computation, it could be concluded that there was a significant Influence of using Running Dictation towards students' descriptive text writing ability at the first semester of the Eighth Grade of SMP Negeri 1 West Kota Agung in the Academic Year of 2017/2018.

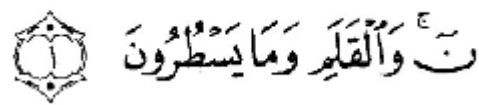
F. Discussion

Writing is one of the skills to be achieved in English language learning. According to Harmer, "the students should be encouraged to express their ideas, experience, thoughts and feelings through writing".¹ He also says that writing

¹ Jeremy Harmer, *How to Teach Writing*, (4th Ed), (Edinburgh Gate: Longman, 2007), p.31

encourages students to focus on accurate language use and, because they think as they write, it may well provoke language development as they resolve problem which the writing puts in to their mind.² Based on the explanation above, the writer assumes that writing is one of the most important skills to be mastered because by using writing we can express our ideas and so on.

On (Q.S Al- Qalam : 1) said that :



“Nun. By the Pen and the (Record) which (men) write.”³

It means that Allah grants His creatures knowledge and in it there is teaching writing. He taught what they did not know yet.

Based on the result of research, it has shown that Running Dictation could give influence to the students' writing ability of descriptive text. It could be seen from the result that the students' post test in experimental class was higher than in control class, beside that, running dictation could improve each aspect of students' writing ability including vocabulary, content, organization, mechanics and language.

In order to know the influence of using running dictation towards students' descriptive text writing ability the writer did three treatments. In the first

²*Ibid.*

³Abdullah Yusuf 'Ali, *The Meaning of Holy Qur'an*, (Mary Land: Amana, 2001), p.207

treatments held on September 4th 2017. The second treatment held on September 9th 2017. The third treatments held on September 16th 2017.

Based on background of the problem in SMP Negeri 1 West Kota Agung, the students were getting difficulties when express their ideas, less interested with the technique or activity of the English teacher in writing activity and students lack of mativation in learning.

In this research, teaching learning writing descriptive text process by using running dictation was not optimal at first meeting, because the students were not accustomed in following running dictation. The material was three topics descriptive text for three meeting. Before doing running dictation, the writer explained to the student and explained how to use procedure running dictation in descriptive text. The second treatment, it was better than the first one because the students felt enjoy in teaching learning writing descriptive text process by using running dictation. In the third treatment, the students felt accustomed in teaching learning writing descriptive text process through running dictation. Moreover, the students were active in the classroom and more quickly to respond what the writer said about the lesson in writing descriptive text. In addition, students felt easier to express their ideas in written form especially in descriptive text and the students also could understand the material well in descriptive text. In the final meeting after treatment, they were given post-test by the writer.

Running dictation was a good activity in teaching learning process especially in writing descriptive text. Furthermore, the students in experimental class learnt descriptive text writing ability by using running dictation, they have many vocabularies which helped them to write descriptive text well. They did not feel bored and under pressured like as the students in control class which learnt by using free writing.

Based on the analysis of the data and testing hypothesis, the result of the calculation was found that null hypothesis (H_0) was rejected and alternative (H_a) was accepted. From the analysis, the writer knew that the students who got high frequency of using running dictation got better score. It was proved by the average score in both classes.

The average score of experimental class was 68,70 and the average score of control was 60,77. Therefore, it could be concluded that using running dictation is one of good activity in motivating students in learning English, especially in writing. It means that running dictation can improve students writing ability. In this activity, the students were supported to be active in teaching learning process. It had been supported in previous research conducted by Resta Putri about using running dictation in teaching listening. It was found that teaching process running well. The students more active and the students more aware about the correct sentences. The writer knows that good preparation and facilities can motivate students in teaching learning process especially in teaching

listening and it give high contribution to the effectiveness of teaching learning process through running dictation.⁴ It shows that running dictation can develop students' English skills such as writing and listening.



⁴RestaPutri, et,al “*Increasing Students’ Listening Achievement Through Running Dictation*,” English Study Program, Language and Arts Education Department, (Bandar Lampung: University of Lampung), 2013.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the finding and discussion in previous chapter, the result of research showed that p value (sign. (2-tailed) is 0,030. It is lower than $\alpha = 0,05$ and it means that H_0 is rejected and H_a is accepted. Because teaching writing by using running dictation could arise the students' interest and it could create a good atmosphere in learning writing especially in descriptive text. So, the used of running dictation in teaching learning process made the situation in the class more fun. Therefore, this activity could motivate the students in order to increase their writing ability especially in descriptive text. It is supported by the students' score, they received higher score after the writer gave the treatment by using running dictation in learning writing descriptive text ability.

The writer concluded that there was significant influence of using running dicatation towards students' descriptive text writing ability at the first semester of g the eighth grade of SMP Negeri 1 West Kota Agung in the Academic Year 2017/2018.

B. Suggestion

In reference to the conclusion above, the writer proposed suggestions as follows:

1. Suggestion to the Teacher

- a. The teacher should give the students more exercises to improve their ability in writing descriptive text.
- b. The English teachers should give more chances to the students to be more active, so they have chance to explore their idea.
- c. Considering the running dictation can be used to develop and motivate the students writing ability, the English teacher should apply running dictation as one of the ways in teaching writing especially in descriptive text.

2. Suggestion to the Students

- a. The students should study hard and more practice in writing English to improve their writing ability. They also should be active and creative to make a good written especially in descriptive text, so the reader feel interest to read it.

3. Suggestion to the Other Writers

- a. In this research, the writer used running dictation to help students of Junior High School, especially in descriptive text ability. For the next, writers can conduct this activity on different levels of students. Therefore, it is suggested for the next writers to investigate the influence of using running

dictation towards other English skills such as speaking, reading and listening.

- b. In this research, the treatments were done three times. Other writers can spend more time in giving the treatment to the students.



REFERENCES

- Arikunto, Suharsimi. 2010. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Arthur, Hughes. 2003. *Testing for Language Teacher*. 2nd Edition.. Cambridge: Cambridge University Press .
- Ary, Donal, Lucy Cheser Jacobs and Chris Sorensen. 2010. *Introduction to Research in Education*. 8th Edition. Wadsworth: Wadsworth Cengage Learning.
- Best , John W and James V. Kahn. 1995. *Research in Education*. 7th Edition. New Delhi: Prentice-Hall.
- Broughton , Geoffrey et al. 2003. *Teaching English as Foreign Language*. 2nd Edition. London: University of London Institute of Education.
- Brown, H.Douglas. 1991. *Principle of Language Learning and Teaching*. 5th Edition. Sanfrancisco: Pearson Education.
- . 1994. *Teaching by Principle an Interaction Approach to Language Padagogy*. New Jersey: Longman.
- Creswell, John W. 2012. *Educational Research.Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. 4th Edition. Boston: Pearson Education.
- Fraenkel, Jack R and Norman E.Wallen.2009. *How to Design and Evaluate Research in Education*. 7th Edition. New York: Mc Graw-Hill.
- Gerot, Linda and Peter W. 1994. *Making Sense of Functional Grammar*. Sydney: GerdStabler.
- Gilby, Clare., et.al. 2011. *Teaching English As A Foreign Language*. Edge Hill University: Edge Hill Careers Centre.
- Grow, Gerald. 1999. *Seven Types of Paragraph Development*. PhD Division of Jurnalism Florida A&M University.
- Harmer, Jeremy. 2007. *How to Teach Writing*. 4th Edition. Edinburgh Gate: Longman.

_____. 2001. *The Practice of English Language Teaching*. 3rd Edition. London: Longman.

Hongkong Teachers' Centre Journal Vol. 2. 2004. *Taikoo Primary School Report on the Action Research Project on English Dictation in a Local Primary School*. CHIANG Oi Kit: Taikoo Primary School.

Kane, Thomas S. 2000. *Oxford Essential Guided Writing*. New York. Oxford University Press.

Ken, Hyland. 2003. *Second Language Writing*. Cambridge. New York : Cambridge University Press.

Kouame, Julien B. August 2010. *Journal of Multi Disciplinary Evaluation. Using Readability Tests to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants*. Volume 6. Number 1.

Mc Crimmon, James M. 1984. *Writing with Purpose*. New York: Houghton Mifflin Company.

M. Erceg-Hurn. 2008. *Modern Robust Statistical Method*. Crawley: American psychological Association

Nation, I. S. P. and Jonathan Newton. 2009. *Teaching ESL/EFL Listening and Speaking*. New York: Routledge.

Oshima, Alice and Ann Hogue. 1999. *Writing Academic English*. 3rd Edition. Longman: Addison Wesley.

Pardiyono. 2007. *Pasti Bisa. Teaching Genre Based Writing*. Yogyakarta: CV Andi Offset.

Patel, M.F and Praveen M. Jain. 2008. *English Language Teaching (Method, Tools and Techniques)*. Jaipur: Sunrise Publisher and Distributor.

Peha, Stave. *The Writing Teacher's Strategy Guide*. Available Online at: <http://greceathena.wordpress.com/writing/writing-teacher's-strategy-guide/> (August, 11st 2015)

Putri, Resta., et.al. 2013. *Increasing Students' Listening Achievement Through Running Dictation*. English Study Program and Arts Education Department. Bandar Lampung: University of Lampung.

Raimes, Ann. 1983. *Technique in Teaching Writing*. Oxford: Oxford University Press
Richards, Jack C. and Theodore S. Rodgers. 1986. *Approaches and Method in Language Teaching*. Cambridge: Cambridge University Press.

Schreiber, James B., 2011. *The Interrelationship of Question, Sampling, Design and Analysis*, Educational Research. New Delhi: John Wiley and Sons Inc.

Setiadi, Ag. Bambang. 2006. *Teaching English as a Foreign Language*. Yogyakarta: Graha Ilmu.

Siahaan, Sanggam. 2008. *Issues in Linguistics*. Yogyakarta: Graha Ilmu.

Sudijono, Anas. 2008. *Pengantar Statistik Pendidikan*. Jakarta: Raja Grafindo Persada.

Tribble, Christopher. 1996. *Language Teaching Writing*. Oxford: Oxford University Press.

Wan Chai, 2011. *Using Dictation to Develop Pupils' Listening and Writing Skills*. (Hongkong: The English Language Education Section of Curriculum Development Institute, Education Bureau).

Yusuf Ali, Abdullah. 2006. *The Holy Qur'an Arabic Text with English Translation*. India: New Johar Offset Printers.

Internet Sources:

Getting Started Freewriting. *Grammar.ccc.commnet.edu*. Available online at:
<https://en.wikipedia.org/wiki/Freewriting>.